Health and Citizenship
Education

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HEALTH AND CITIZENSHIP EDUCATION

A Suggested Procedure for Teaching Safety and First Aid

1933

ISSUED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, NORTH CAROLINA

STATE OF NORTH CAROLINA
SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH

Dear Fellow Workers:

Modern life has brought with its comforts a corresponding host of hazards which calls for the development of explicit instruction in safety. The teaching of safety habits, attitudes and information has produced gratifying results. A study of automobile fatalities for the whole country reveals an increase of 25% in deaths of adults and 7% in pre-school children, whereas there is a decrease of 10% for school children according to a statement issued by The Federal Commissioner of Education. A record of approximately 100,000 accidental deaths and several million serious non-fatal injuries for the whole country, and the low ranking of North Carolina in motor vehicle accident control among neighboring states, presents, however, a problem to be reckoned with.

The problem of safety is largely a matter of controlling human conduct. The school is the organized institution which the state maintains to teach those things which have been pronounced essential to happy and effective living to help in the development of proper self-control or self-direction.

Since safety in its larger sense has been previously treated in the 1930 edition of the North Carolina *Course of Study for Elementary Schools*, it is the purpose of this bulletin to emphasize specifically those safety measures connected with travel and transport. Attention is directed to definite opportunities for instruction in regular subjects and extra-curricular activities. The content of this bulletin will be included in the revised course of study which is now in the process of being worked out. Therefore, suggested changes based on field experience will be welcomed by this Department.

This bulletin was prepared by Miss Juanita McDougald of the State Department of Public Instruction. Especial acknowledgment is due for materials made available by Miss Marion Telford, Chairman of the Department of Education of the National Council of Safety.

The publication of this bulletin has been made possible through the fine spirit of helpfulness of Honorables E. B. Jeffress, State Commissioner of Highways and Public Works; and Charles Ross, Counsel for the Commission.

It is expected that in accordance with Section 3 of Chapter 242, Public Laws of 1927, "the superintendents or principals, or other persons in charge of the public high schools of the State shall cause the contents of said pamphlets to be brought to the attention of all the children in attendance upon the said high schools in the form of lessons until the entire contents of said pamphlet have been read and explained."

Very sincerely yours,

September 1, 1933.

A. T. Allen

State Superintendent of Public Instruction.

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A SUGGESTED PROCEDURE FOR TEACHING SAFETY AND FIRST AID

AIMS OF SAFETY EDUCATION

The aims of the school safety program are to furnish insofar as is possible a safe school environment, to protect children from safety hazards, to give them a background of safety information, to help them establish safety habits, and to develop attitudes which lead to intelligent self-direction in safe living.

RESPONSIBILITY FOR THE SAFETY PROGRAM

Since the superintendent and principal are the state's official representatives for administering the school program, the responsibility for proper education and protection in such phases as they can control, rests upon their shoulders. A successful program of safety education demands that the state (1) maintain safe and well-built buses operated by trained and reliable bus drivers, (2) keep school grounds free from debris and other safety hazards, (3) provide good roads and school buildings properly built and supplied with safety equipment, (4) select prepared teachers upon whom falls the responsibility for instructing and guiding children in the formation of good habits and attitudes and of setting a proper example, (5) provide a course of study in safety education which includes such phases of the regular curriculum as safety readers, etc., and utilizes extra curricula activities, (6) organize safety organizations, (7) keep record of accidents.

Since an efficient safety program is dependent to a large degree on the attitude of these administrators of community institutions, organizations, and regulations, every teacher should work in cooperation with the school superintendent, and make use of such people and public service concerned with transportation as the bus drivers, police, fire, health departments, the highway authorities, the School Commission.

The interest and cooperation of parents is vital in the actual functioning of the program. Every teacher and principal should make certain that parents understand what they are trying to do and what part the parents play in accomplishing the desired ends. This understanding is best realized through personal contact and through such community organizations as the Parent-Teacher Association, the Woman's Club, the Grange, the Rotary, and other such clubs. The content of this bulletin should be brought to the attention of all school patrons.

USE OF SURVEYS

The purpose of the survey is to help the principal, teacher, and pupil discover the safety needs of the pupils and the safety hazards present in the school and community environment. The instruction program should be based upon the information revealed by the survey, and should be so flexible that it can be adapted to changing situations. The habits emphasized should be those which offer evidences observable by the teacher and pupils. Suggestions for surveys may be found in these references.

I. Health Hazards—See State *Course of Study for Elementary Schools*, 1930, Sections on Health and *Handbook for Elementary Schools*, 1932.

II. Safety Hazards. 1. School grounds. 2. Buses. 3. Walking. 4. Riding. 5. Playing. Forms pp. 27, 31, 52, 60 of this bulletin.

SOME WAYS OF INITIATING THE SAFETY PROGRAM

I. The superintendent appoints a special committee which will
   1. Submit plans for surveys, etc.
   2. Supply material and persons to help organize the work in the schools.

II. The superintendent either appoints a special person or heads up the program himself who will
   1. Encourage individual principals in organizing club activities and patrols.
   2. Work out a plan for incorporating safety in all subjects and for making safe behavior an integral part of all activities.

III. The safety program is assigned to the school health counselor who will
   1. Issue regular instructional material to the teachers each month.
   2. Visit schools and classrooms to see if instruction is carried on.
   3. Supply new material for correlation.
   4. Organize Junior Club activities.

IV. The superintendent performs the following routine duties:
   1. Keeps a record of accidents.
   2. Prepares material for distribution.
   3. Organizes a Junior Club.
   4. Cooperates with local officials, etc.
      (1) To get recreation space needed.
      (2) To prohibit playing in streets.
      (3) To enforce order.
      (4) When needed to have certain streets closed at a specified time for play, etc.

SOME WAYS OF ORGANIZING THE PROGRAM

I. Put on the program through home room projects.
   1. Types of responsible agents—Teacher, Student, a Committee.
   2. Program—plan a topic a month as for example:

September—Automobile Speed As An Accident Cause.
October—Fire.
November—Health and Safety.
December—Preparedness and Safety.
January—Health and Safety.
February—Taking Chances for Safety.
March—Pedestrian Responsibility.
April—Safe Driving.
May—Resuscitation.
June—Vacation Safety.

3. Plan a unit course on a particular safety problem,—as
   Automobile Safety—
   - The Student and the Car.
   - Are You Privileged to Drive?
   - The Value of Uniform Regulations.
   - How Pedestrians Cause Accidents.
   - How Drivers Cause Accidents.
   - The Kind of People who have Accidents.

   Home Safety—
   - Homemade Accidents.
   - Building Safety into the House.
   - Choosing Equipment Wisely.
   - First Aid to the Injured.

II. Put on the program in regular classes in connection with appropriate phases—e.g.
   1. Home Economics—Safety in the Home.
   2. Physical Education—Safe Play and Playgrounds.
   3. Health—Keeping Yourself Fit.
   4. Industrial Arts—Protecting Oneself from Tools, etc.
   5. Agriculture—Safety on the Farm.

III. Put on the program through organization of special clubs such as the Safety Council, Safe Drivers' Club, High School Motor Club, etc.

IV. Conduct a series of contests covering phases—essay, poster, orations, etc.

V. Utilize assembly programs as special study periods of real school student problems—e g. The Driver's School. (See H. S. unit.)

A LIMITED BIBLIOGRAPHY OF SELECTED REFERENCES

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Tucker, Harry. *Motor Vehicle Accidents in North Carolina.* Bulletin No. 4, Engineering Experiment Station, State College, Raleigh, N. C.

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Safety Education. A Magazine of Good Adventure. National Safety Council, New York.

Silver, Sprague. *The Motor Vehicle Laws of North Carolina.* State Commission of Highways and Public Works.

Parker, Bertha M. *Rules of the Road.* American Council on Education, Washington, D. C.

Health Education. Suggested Procedure for Teaching Alcoholism and Narcotism, 1930. State Department of Public Instruction, Raleigh, N. C.

TEACHING UNITS—GRADES I-III

I. SAFETY AT SCHOOL (BEGINNERS). APPROXIMATE TIME FOR COMPLETION: 8 DAYS.

Objectives:

1. To learn to avoid bodily injury while at school.
   (1) To learn cause and prevention of falls at school.
   (2) To learn the dangers of playing in the streets or roads near the school.
   (3) To learn and practice proper use of playground and classroom equipment.
   (4) To learn to accept responsibility for the safety of himself and others.
   (5) To learn to practice cooperation and self control in matters related to safety.

Activities:

1. Organize monitors for room, halls, playground, bus, toilets, etc.
   (1) See 1930 *Course of Study for Elementary Schools*, pp. 289-292.
2. Fail to approve risky adventures of young children.
3. Guide children in choosing *safety conscious* leaders.
4. Report accidents and their causes.
5. Make safety posters which will contribute to accomplishment of each objective.
6. Organize a bulletin board which will popularize each objective.
7. Make a map of the school building, school grounds, etc., and indicate safety zones, street or road crossings, etc.
8. Make a reading game for dramatizing correct practice in connection with each objective. e.g. Print "Is it safe to.....?" on a card. Print other cards to complete the question, as follows:
   "walk around a parked car?"
   "cross the street on a green light?"
   "run into the street for your ball?"
   "cross the street at a crossing?"
   "run up steps?"
   "play in the street?"
   "play where the older children play at the same time?"
   "push in line?"
9. Make a composition for reading on each objective.
10. Make drawings for the composition, e.g., hats and coats hanging in closet, bicycles in sheds, children waiting on the red light, etc.
11. Construct a jungle-gym.
12. Plan for safety in advance of work periods, excursions, etc.

Illustrative and Other Teaching Materials:

1. Falls
   (1) From standing on or leaning against unstable objects.
   (2) From collision in running.
   (3) From swinging on insecure playground apparatus.
   (4) From climbing in high places.

(5) From stairways and fire escapes.
(6) From tripping over objects.
(7) From slipping on wet or icy surfaces.
(8) From leaning on unstable objects.
(9) From stepping on unstable objects.

2. Street or Road Playing
   (1) Prevent by extending play space.
   (2) Prevent by teaching traffic dangers.
   (3) Prevent by teaching dust and wind dangers.
3. Use of Playground and Equipment.
   (1) Throwing a ball, stone, or other object.
   (2) Running for a ball.
   (3) Avoiding collisions with others.
   (4) Pushing and wrestling.
   (5) Keeping feet out of aisles, off of desks, etc.
   (6) Repairing equipment.
   (7) Removing playground hazards (holes, banana peels, glass, stones, etc.).
   (8) Practicing courtesy as a safety rule.
4. Fire Prevention.
   (1) How to call the fire department and how to use fire extinguishers.
   (2) Fire drills—fire escapes, exits, etc.
   (3) What to do if clothing catches on fire.
   (4) How to make the use of matches safe.
   (5) How to put out a fire.
   (6) Control of bonfires.
   (7) Proper disposal of waste paper, trash, etc.
5. Safe Health Habits—See *Elementary Course of Study*, 1930.
6. Use of School and Classroom Equipment.
   (1) Feet under desk or table.
   (2) Carrying chairs, pens, pencils, scissors, books, etc., correctly.
   (3) Orderly care of tools, etc.
   (4) Keeping small articles, etc., away from mouth, eyes, nose.
7. Safety through First Aid (See High School Units).
8. Some Pertinent Slogans.
   (1) Courtesy drives carelessness away.
   (2) Hurry and harm often travel together.
   (3) Loose papers may cut capers.
   (4) Carry matches carefully.
   (5) One trip may break a hip.
   (6) Cross crossings cautiously.
   (7) Live the Safe Way throughout the Day.
   (8) Safety first, safety always—On the playground, in the hall ways.
9. Related Readings.
   Citizenship Readers, "A Riddle," p. 14, Bk. I, Ringer and Downie. Lippincott.
   Citizenship Readers, "A House on Fire," pp. 40-43-44, Book I, Ringer and Downie. Lippincott.
   Citizenship Readers, "Robert is Hurt," pp. 48-53, Book I, Ringer and Downie. Lippincott.

Citizenship Readers, "Going Home from the Park," pp. 133-35, Ringer and Downie. Lippincott.

Story and Study Readers, Playfellows, "Jack Makes a Wagon," pp. 97-98.

Story and Study Readers, Playfellows, "Jack's Motor Car," pp. 101-102.

Story and Study Readers, Playfellows, "Reading Signs," p. 103.

II. WATCH THE LIGHT, BEGINNERS! APPROXIMATE TIME FOR COMPLETION: 2 DAYS.

Objectives:

1. To learn exact meaning of light signals.

Activities:

1. Make several class trips to a street intersection where there is a traffic light:
   (1) Watch the automobiles. How do drivers know when they should stop and go?
   (2) Call attention to how cars turn the corner.
   (3) Show where pedestrians cross. Notice the safety zone bounded by the white lines and curb stone (not gutter).
   (4) Watch pedestrians cross the street. How do they know when to cross? Why do they look around the corner?
   (5) Practice crossing the street with small groups.
   (6) Learn directions of right and left.
2. Activities to follow excursions to street intersections:
   (1) Informal discussion of the poster for the month "Watch the Light." Formulate rules which the poster emphasizes. Use as a basis for original work.
   (2) Make traffic lights from long, narrow boxes, such as shoes come in. Practice with these on the school yard, or whenever children are moving about room.
   (3) Develop meaning and kinds of signals. Where and why green and red are used? (Exits, autos, stop signals, any others within experience of children.) Make red circle on board. Print DANGER—STOP. Make a green circle. Print SAFE—GO. Practice until children are familiar with words. Let those who are able to do so, copy this work on pieces of cardboard. Use them for a game "Stop" and Go." One child stands in front of room with his cards. Class moves about room. As leader flashes "STOP" or "GO" class obeys. Anyone who does not, takes his seat.
3. Make trips to the homes of children who live in various sections of the community to assist children to learn safest routes. Make use of every opportunity to develop street and highway safety.
4. Activities to follow these trips:
   (1) With chalk make a simple map of the district on the floor or on a large piece of oil cloth. Mark the location of the homes visited. With arrows, mark the safest routes to school. Tell why. With red chalk mark dangerous crossings.

(2) Play games and conduct rhythms which will stimulate use of ear and eye and also those which require muscular activity and control:

a. Hide colored balls for children to find. Name color as found.

b. Assign children to act as autos, pedestrians, and traffic lights. Before the dramatization begins, let each one tell who or what he is, and what he does. For example:
"I am the traffic signal. My red eye tells people when to stop; my green one when to go." After the dramatization is over, have children tell what happened. Why did auto stop? When did people go?

c. As music plays, children skip (on way to school). When music stops suddenly, children stop (reach curb stone). They walk across the street. Skip again when music starts.

(3) Plan and print reading charts and daily safety bulletins. Pupils give the teacher thoughts which concern various safety excursions and activities of room. The teacher in turn prints them on board or on large sheets of paper. These are used for reading lessons and vocabulary drills.

(4) In the same way, plan and print safety dialogues for practice in silent reading and oral language:
Where did you cross the street? How did you know when to cross?

(5) Start a simple safety vocabulary. Begin with these words: GO, STOP, DANGER, SAFE, EXIT, WATCH, LISTEN, SIGNAL.

Illustrative and Other Teaching Materials:

1. Poster—"Watch the Light," National Safety Council, New York City.
2. Slogans—"Watch the Light," "Green Go—Red No."
3. Related Readings—
   (1) *Learn to Study Readers.* Horn and Others. Ginn.
   "Right and Left." pp. 31-32. "Safety First." p. 75.
   (2) *Citizenship Readers.* See also references to Book I. This bulletin in pp. 9-10.
   (3) *Playfellows.* "Reading Signs." p. 103.

III. HIGHWAY AND STREET SAFETY (GRADE II). APPROXIMATE TIME FOR COMPLETION: 1 WEEK.

Objectives:

To plan how to go and come from school safely by observing the signals and rules for safe walking and to learn what to do when lost.

Activities:

1. Draw maps on the floor of the schoolroom or on the school yard, showing the location of the school playground, streets, or roadways, and crossings near the school. Mark the places where children cross the streets. Indicate line of crossing by arrows. If there are white lines, indicate these. If there are not, would these help?
2. Review the safety signals, "Stop" "Go".

3. Review "Going to School the Safe Way"—walking on the sidewalk, looking both ways at the crossing to see if the way is clear, stepping down from the curb and looking to the left, walking to middle of highway and then looking to the right continuing to the other side.
4. Take an excursion on the highway going the "safe way" using the left side of road, walking singly or in small groups, crossing correctly, meeting a car safely, etc.
5. Play a game "Lost Child" in which child must be able to tell distinctly his name, his father's name, where he lives, and what school he attends.
6. Plan a puppet show using puppets to illustrate street safety rules.
7. Make a picture show of excursion using safety practices.
8. Make a frieze of "Going to ..... School Safely." Use pupils as characters.
9. Stress reasons for not walking or playing on railroads.

Illustrative and Other Teaching Materials:

1. Poster "When a Fellow Has a Friend," "Your Traffic Police Keep Traffic Moving Safely." National Safety Council.
2. Tagboard, cardboard, crayons, thread, scissors, water color, drawing paper, catalogs, fashion sheets of boys and girls.
3. Slogans. "Cross crossings cautiously," "Be wise—use your eyes."
4. Related Readings—
   (1) Children's own compositions.
   (2) *Elson Basic Readers.* "The Old, Old Doll." Primer, pp. 39-44.
   Elson Basic Readers. "Billy Goes to School." Book I, pp. 103-106.
   (3) *Learn to Study Readers.* Book I
   "Signs" p. 125.
   Right and Left" pp. 31-32.
   "Street Safety," pp. 60-61.
   "Safety First" pp. 75.
   (4) *Story and Study Readers.* "Playfellows. p. 103.
   (5) *Citizenship Readers.* Book I. Lippincott. See all references in this bulletin.
   (6) *Citizenship Readers.* Book I. "School Days," pp. 1-5, 9-11, 13-17. Ringer and Downie. Lippincott.
   (7) *Trips to Take.* "Stop, Look, Listen," pp. 112-113.
   Trips to Take. "My Policeman," p. 114.

IV. STREET AND HIGHWAY SIGNAL LIGHTS (GRADE III). APPROXIMATE TIME FOR COMPLETION: 1 WEEK.

Objectives:

1. To find out how street and highway signal lights help us.
2. To learn what each signal tells us to do.
3. To practice with pleasure and success the correct response to signal lights.

Activities:

1. Take a trip to see the street and highway road signals nearest.
   (1) Ask the officer on duty or the highway patrolman to explain what the signals do for us.

(2) Read the signals to find which one to obey.
(3) Practice what the signals say.

2. Make a drawing of signals on the blackboard or prepare a large poster of your own, using colors exactly like those of the signals you see near you. Select words you want on your poster and print them according to good art standards.
3. Arrange a bulletin board which tells the experiences of the trip and the safety rules learned or developed. Select a heading for the bulletin board and print it. Mount at top of board.
4. Display appropriate commercial posters such as Safety Poster Ed. 20 from the National Safety Council, Chicago, U. S. A.
5. Write or print on the blackboard the children's account of the trip emphasizing the rules which they learned. Use for oral and silent reading.

Illustrative and Other Teaching Materials:

1. Safety Poster Ed. 20. National Safety Council. "Help Him—He's Your Friend."
2. Description of Highway Traffic Signs. State Commission of Highways and Public Works, Raleigh, N. C.
3. Description of city signal lights. Municipal Building.
4. Crayons and drawing paper, or poster paper and scissors, or water colors and water color paper.
5. Related Reading—
   (1) *Children's Own Readers.* Pennell and Cusack. Ginn.
   "On the Way to School." Book I, pp. 13-17.
   "Stop! Look! Listen!" Book I, p. 134.
   (2) *Child's Own Way Series.* Surprise Stories. Hardy. Wheeler.
   "Down the Road." pp. 28-31.
   (3) *Fact and Story Readers.* Suzzallo. American.
   "Safety First," Book I, pp. 74-76.
   (4) *Newson Readers. The Open Door.* Newson.
   "Charlie Learns the Traffic Laws." Book II, pp. 102-8.
   (5) *Story and Study Readers. Trips to Take.* Johnson.
   "Stop, Look, Listen." pp. 112-13.
   (6) *Webster's Readers. Joyful Reading.* Book II "Karl Wore His Thinking Cap." pp. 72-75.
6. See preceding units.

V. BICYCLES AND STREET SAFETY (GRADE III). APPROXIMATE TIME FOR COMPLETION: 1 WEEK.

Objectives:

To learn how to ride bicycles, skates, toy wagons, and scooters in safety.

Activities:

1. Draw pictures illustrating how to ride bicycles and scooters in the right way.
2. Plan a play or dialogue telling how a careful boy rides, a careful girl skates and how much fun they have because they keep safety rules.
2. See how many can report the largest number of people who ride and skate safely.

Illustrative and Other Teaching Materials:

1. Local ordinances governing bicycles and scooter riding and skating.
2. Slogans. "Courtesy drives carelessness away." "When Mr. Careful comes to stay Mr. Danger runs away." "Care is better than dare." "Dangers abound where motors sound." "A safe toy is only as safe as its user."
3. Related Reading—
   (1) *Surprise Stories.* Hardy. Wheeler.
   "Down the Road." pp. 28-31.
   (2) *Fact and Story Readers.* Suzzallo and Others. American.
   "The Traffic Man." Book III, p. 234.
   "The Ride with Father." Book I, pp. 81-83.
   "Safety First for Little Citizens." Book III, pp. 235-238.
   (3) *Safety First for Little Folks.* Faldo. Scribners.
   (4) *Safety First Stories.* Brinkernoff and Rowe. Longmans.
   (5) *Citizenship Readers.* Book II, p. 133. Ringer and Downie. Lippincott.

VI. HITCHING. APPROXIMATE TIME FOR COMPLETION: 1 DAY

Objectives:

1. To find out why one should not "hitch" or "steal" rides.
2. To work out a practical plan for eliminating "hitching."

Activities:

1. Keep a record of all of the dangerous things you see boys and girls do while riding bicycles or scooters.
2. Prepare a list of "Do's" for bicycle riders. For scooter riders.
3. Write letters to firm selling bicycles and skates for information material used in advertising.
4. Write an article describing the mechanics and proper care of the bicycle and of skates and the skills essential to efficient, safe riding.

Illustrative and Other Teaching Materials:

1. Bicycle and skating catalogs.
2. Some informational material:
   (1) Coasting behind speeding automobiles is hazardous because the child cannot maintain this pace and may be crashed into from the rear.
   (2) Balancing on two wheels in line is difficult.
   (3) The speed of revolution of pedals is limited; therefore the wheels must be controlled by keeping feet on the pedals and by brakes.
   (4) The height from seat to pedals must be adapted to the rider.
   (5) Handlebars must be kept free to promote correct steering.
   (6) Zigzaging along sidewalk or street may cause collision with pedestrians or other traffic.

VII. THE WORK OF THE POLICEMAN (GRADES 1-3). APPROXIMATE TIME FOR COMPLETION: 1 WEEK.

Objectives:

1. To find out how the policeman and state patrol contribute to our safety.
2. To find out how we can help the policeman and state patrol.
3. To give children an appreciation of the work of these public servants.

Activities:

1. Visit or invite a policeman or patrolman to visit your classroom.
   (1) Plan what safety precautions you will take if you visit—e.g. suppose you are lost, what should you do?
2. Plan the questions you will ask—e.g.
   a. What does the officer do? Why?
   b. What can we do to help him?
   (3) Plan a social situation which makes the policeman and children *friends.*
2. Discuss excursion and write simple sentences for reading to be placed later in booklets—e.g. "I am a traffic cop." "My name is ....."
3. Illustrate the booklet with kodak pictures, cut-outs, or drawings.

Illustrative and Other Teaching Materials:

1. Posters—"Stop Accidents." National Safety Council.
   "Shop Early." National Safety Council.
2. Slogans—"The Policeman is a friend. Keep him a friend."
3. Related Readings—
   (1) *Do and Learn Readers* "The Policeman." pp. 136-138. "Our Friends at Home and School." American.
   (2) *Children's Own Readers.* Book I, pp. 114-17. "The Children's Friend."
   (3) *Newson Readers, The Open Door.* "My Policeman." Bk. II, p. 109.
   (4) *Story and Study Readers. Trips to Take.* "My Policeman." p. 114.
   (5) *Silent Reading Hour.* "How Jerry Found Some Trails." pp. 57-60.
   (6) *Mary and the Policeman.* Read. Scribners.

VIII. SAFE PLACES AND WAYS TO PLAY (GRADES III). APPROXIMATE TIME FOR COMPLETION: 2 DAYS.

Objectives:

1. To develop the idea that backyards, public playgrounds and vacant lots are appropriate places to play as a rule.

Activities:

1. Find out where each child plays in school and out.
2. Survey the community for all the suitable places to play.
3. If necessary, write letters or secure interviews to get permission to use privately owned spaces suitable for play.
4. Plan safe out-of-school use of school playground and equipment.
5. Survey all spaces for safety factors.

Illustrative and Other Teaching Materials:

1. Slogans—
   (1) "Any game played in the street is a game of chance."
   (2) "The safe line saves time."
   (3) "A boy in school is worth two in a hospital."
2. Related Readings—
   (1) *Laidlaw Readers.* Dressel and others. Laidlaw.
   "Good Citizens." Book I, pp. 94-98.
   (2) *Citizenship Readers.* Book II, pp. 119-120.
   (3) *Citizenship Readers.* Book III, pp. 11-32.

TEACHING UNITS—GRADES IV-VI

I. SAFETY AT SCHOOL. APPROXIMATE TIME FOR COMPLETION: TEN DAYS.

Objectives:

1. To learn the cause and prevention of falls at school.
2. To learn to play safely at school.
3. To determine the causes of fire and to learn how to prevent them.
4. To show that accidents may be reduced by the development of courtesy.
5. To develop "safety consciousness" in children.
6. To develop health habits and attitudes which will carry through life.

Activities:

1. See the 1930 Course of Study for Elementary Schools, pp. 345-348, 359, etc.
2. Survey playground and equipment for potential falling hazards.
3. Plan a series of "Do's" which will prevent injuries from falls.
4. Compile a list of suitable, safe, and seasonable games.
5. Set up standards of courtesy for halls and playground, for buses, etc.
6. Have a clean-up campaign to rid the playground of play hazards.
7. Keep a file of accidents from the newspaper and school life. Analyze causes.
8. Organize a "Safety Patrol."

Illustrative and Other Teaching Materials:

1. Slogans—"Walk instead of running." "One step at a time." "Keep your feet in your own way." "Courtesy is the best safety habit." "A courteous act is safety tact."
2. Causes of falls.
   (1) Climbing on roofs, flag poles, fences, or other high objects.
   (2) Leaning against or standing upon unstable objects.
   (3) Improper use of playground equipment.
   (4) Tripping over objects left on stairways, in halls, etc.
3. Dangers in Plays and Games:
   (1) Collisions.
   (2) Running after balls, etc.
   (3) Too violent play.
   (4) Games too difficult for the muscular and bone development.
   (5) Not obeying rules of the game.
   (6) Wrestling hazards.
   (7) Not being courteous in considering the rights, comfort, and interests of others.
4. Health hazards. See *Elementary Course of Study*, 1930.
5. Cost of accidents in time, destroyed property, hospital bills, handicapped individuals.
6. Related Reading—
   (1) *Far and Near.* "Questions about Safety." p. 123.
   (2) *Far and Near.* "Fires, Fires, Fires." pp. 226-227.
   (3) *Days and Deeds.* "Accidents Prevention." pp. 258-265.
   (4) *Bulletins.* American Automobile Association, Greensboro, N. C.

II. STREET AND HIGHWAY SAFETY FOR THE INDIVIDUAL. APPROXIMATE TIME FOR COMPLETION: 1 WEEK.

Objectives:

1. To develop a street and highway safety code for the school child.

Activities:

1. Study causes of accidents to individuals.
2. Through conversation plan a code covering such rules as these:
   For Towns and Villages—
   (1) Cross at crossings; do not "jay walk."
   (2) Stop and look both ways before stepping into street.
   (3) Wait till way is clear, if no traffic officer is on duty.
   (4) Obey traffic signals.
   (5) Stand on curb or in safety zone when waiting for street cars.
   (6) Avoid running from behind a parked or moving vehicle.
   (7) Hold umbrellas high.
   (8) Avoid begging or accepting a ride from strangers.
   (9) Walk on right hand side of sidewalk.
   (10) Look first to left and walk fast.
   (11) Help others across.
   (12) Wait until vehicles stop moving.
   For Country Areas:
   (1) Those above which are appropriate.
   (2) Board and alight from bus on the shoulder side of the bus.
   (3) Walk on the left hand side of the road facing oncoming traffic.
3. Prepare identification "In case of accident" space for assignment books somewhat as follows:
   (1) Page 1—Name: Address:
   School: Address:
   Name and address of person to notify in case of accident.
   (2) Page 2—Map showing the quickest way home and time required.
   (3) Pages 3, 4, 5—Safety rules developed by the class and individual.
   (4) Page 6—Calendar for school days with space for assignments.
4. Work out a plan for "An Appreciation of Safety" covering such subjects as "Our Friend, the Policeman," "The Safest Place to Play," "How to Cross the Street Safely," "Safety on a Rainy Day."

Illustrative and Other Teaching Materials:

1. Poster—"Never too young, never too old to be careful." National Safety Council.
2. Slogans—"Jay walking may be a short cut to the hospital."
   "The chance taken is the accident maker."
   "Stay safe and sane, Sonny."
3. Causes of accidents:
   (1) Running into streets without looking in either direction.
   (2) Running into streets in front of, or behind, standing vehicles.
   (3) Crossing the street in the middle of the block.
   (4) Crossing the intersections diagonally.
   (5) Crossing the street with an umbrella obstructing the view.

(6) Running into the street or alley for a ball.
(7) Roller skating in the street.
(8) Chasing another child in the street.
(9) Hitching on to automobiles.
(10) Riding on running boards.
(11) Begging auto rides.
(12) Getting into and out of moving cars.
(13) Riding bicycles in the middle of street.
(14) Playing in an automobile in which the motor is running while driver is absent.

III. SAFETY IN PLAY AND RECREATION. APPROXIMATE TIME FOR COMPLETION: 3 WEEKS.

Objectives:

1. To learn to be a good sportsman.
2. To obey regulations at swimming beaches and pools.
3. To learn how to practice safety while boating, bicycling, camping, hunting, playing, etc.
4. To learn how to practice safety during a storm.
5. To learn causes of unconsciousness and methods of resuscitation.

Activities:

1. Find out the regulations governing the use of community swimming and other amusement facilities.
2. Study the work of the life guard.
3. Find out how many can row—hold a row-boating match.
4. Set up standards for safe bicycling.
5. Plan a camping trip on a safety basis; carry out the plan.
6. Write a safety play which will bring out all phases of safe play.

Illustrative and Other Teaching Materials:

1. Posters. National Safety Council.
2. Slogan—"Play Safely."
3. Qualities of sportsmanship. Courtesy and poise as opposed to haste and precipitancy.
4. Standards for safe bicycling:
   (1) Right side of road or street, close in to sidewalk or shoulder.
   (2) Wide spacing when cycling in a group.
   (3) Light after dark.
   (4) Wheels in good repair.
   (5) Riding a good distance from cars.
5. Standards for Safe Camping:
   (1) Knowing poisonous plants.
   (2) Knowing cures for insect bites.
   (3) Avoiding use of water not known to be pure.
   (4) Avoiding cuts, bruises, sunburn, sunstroke, stale foods.
6. Standards for Use of Firearms:
   (1) Holding gun with barrel pointed to the ground or overhead.
   (2) Removing shells when gun is not in use.

(3) Not using "play" firearms—e.g., cap pistols, slingshots, etc.
(4) Cleaning a gun according to directions.

7. Safety during an Electrical Storm. See p. 21 of this bulletin.
8. Causes and cures of unconsciousness:
   (1) Fainting—elevate feet, lower head, apply cold wet cloths to head.
   (2) Strangulation—release cause of strangling, summon physician.
   (3) Gas—summon physician.
   (4) Lightning or Electricity—summon physician.
   (5) Drowning—Place on stomach, keep nostrils open, place hands on ribs and lift rhythmically the body.
   (6) Fall—cold water applications.
   (7) Blow on head—cold water applications.
9. Related Reading—
   (1) Bulletin—"*Deaths from Accidents at Play*"—Metropolitan Life Insurance Co.
   (2) Bulletin—*First Aid*—Metropolitan Life Insurance Co.
   (3) Bulletin—*Eye Accidents in Child Play.* National Society for the Prevention of Blindness.

IV. HITCHING. APPROXIMATE TIME FOR COMPLETION: 1 WEEK

Objectives:

To learn why hitching is to be avoided.

Activities:

1. Survey to find out
   (1) How many own bicycles, how, when and where used.
   (2) How many own roller skates, how, when and where used.
   (3) How many avoid the following bad practices:
      a. Clinging to a moving vehicle on a bicycle, sled, roller skates, wagon, or merely *clinging.*
      b. Riding on back or running board of auto.
      c. Riding on handlebars of bicycles.
      d. Asking for rides.
2. Plan activities to break up the bad practices.
3. Find out if there are regulations in your neighborhood which correspond to the following regulations contained in the *Model Muncipal Traffic Code.*

   "It is unlawful for any person traveling upon any bicycle, motorcycle, coaster, sled, roller skates, or any toy vehicle to cling to, or attach himself or his vehicle to any other moving vehicle or street car upon the highway."

   "It is unlawful for any person to stand in a roadway for the purpose of soliciting a ride from the operator of a private vehicle."

   "It is unlawful to use coasters or roller skates on street except at crossings."

   "It is unlawful to carry anyone on the handles of bicycles on the streets."
4. Debate whether or not hitching onto the rear of a vehicle is strictly honest? Is fair to drivers? Is fair to oneself? To one's parents?
5. Decide whether or not any *known* real accident was due to the violation of one of these safety measures.

6. Work out personal safety codes for riders and skaters. e.g.
   (1) "I never carry an extra person on my bicycle because
      a. I could not control my bicycle easily.
      b. The rider might catch his feet in spokes of the wheels and throw one or both.
      c. It is hard for me to see ahead."
   (2) "When on skates or bicycle I never cling to a moving vehicle because
      a. I cannot control myself because I am going faster than I could go otherwise."
7. Organize a Bicycle or Skating Club with safety pledges.
8. Plan a radio talk to be delivered to other children. Try to use correctly these words: vehicle, ordinance, unlawful, trespass, rights of others, responsible, momentum, citizen, agency, civic duties.

Illustrative and Other Teaching Materials:

1. Aunty J. Walker, an imaginary or symbolical character who may point to safety warnings on the bulletin board, or at points of danger about the buildings and grounds.
2. Posters of all sorts of vehicles with signs "NO RIDERS."
3. Reasons against hitching which children should be able to present and understand.
   (1) The speed of the vehicle may cause them to lose hold.
   (2) The speed and roughness of road may cause them to lose balance.
   (3) The vehicle may stop suddenly causing a collision from the rear.
   (4) Heavy traffic prevents easy return to safe places.
4. See Unit III of this series.

V. SAFETY AT HOME. APPROXIMATE TIME FOR COMPLETION: 1 WEEK.

Objectives:

1. Learn the cause and prevention of falls in the home.
2. To learn the cause and prevention of burns and scalds.
3. To study about the dangers from electricity and learn how to prevent them.
4. To learn the cause and prevention of fires and conflagrations.
5. To prevent poisoning and bites from dangerous animals and insects.
6. To learn to swim safely.
7. To learn the proper use of knives, tools, machinery, and firearms.

Activities:

1. Organize the Safety Council; survey individual homes for all hazardous practices.
2. Formulate home safety codes.
   (1) For all electrical and gas conveniences—lights, refrigerators, machines, stoves, irons, etc.
3. Find out how poisons are labeled and shelved in the home.
4. List and identify the poisonous plants of the neighborhood.
5. Make a study of swimming strokes, values, and dangers.
6. Demonstrate life-saving devices.

7. If there is no boy scout organization, see what you can do to organize one.
8. Plan a Safety Week celebration for the school and community.

Illustrative and Other Teaching Materials:

1. Falls from
   (1) Climbing trees and buildings.
   (2) Stumbling on stairs or steps and sliding down the balustrade.
   (3) Slipping on rugs or on wet or icy surfaces.
   (4) Falling in the bath tub or swimming pool.
2. Burns and scalds from
   (1) Improper use of matches
   (2) Fireplaces, grates, stoves, furnaces.
   (3) Campfires, bonfires, burning leaves, waste, hot liquids.
   (4) Lamps, gas fixtures, fire works.
   (5) Explosives as gasoline, etc.
3. Dangers of electricity
   (1) Fallen live wires—move with *dry* stick.
   (2) Loose wires and improper insulation.
   (2) Improper use of electric washers, sewing machines, fans, stoves, etc.
   (4) Wet hands and electric contacts.
   (5) Telephones on outside walls.
   (6) Telephone poles and guy wires on wet days, during or after a storm.
   (7) A victim of electric shock—do not touch.
4. Poisons
   (1) Medicines, chemicals.
   (2) Plants.
   (3) Unknown liquids.
   (4) Decaying foods.
   (5) Polluted food.
   (6) Bites of strange insects, reptiles, and animals.
   (7) Stings of insects.
   (8) Carbon monoxide from car engine.
5. Water hazards
   (1) Deep and unknown waters until expertness in swimming is attained.
   (2) Swimming alone.
   (4) Diving improperly.
   (4) Bathing or swimming when over-heated or immediately after eating.
   (5) Playing, standing up or walking in boats, canoes, etc.
   (6) Weak hearts.
6. Cutting hazards
   (1) Knives, ice picks, scythes, mowing machines, farm machinery, etc.
7. Automobile riding hazards
   (1) Sitting on doors, standing up, over-crowding.
   (2) Riding the running board.
   (3) Hitching onto cars, etc.

(4) Defective doors, tires, breakable windshields and windows.
(5) Sitting in closed car while engine runs and car stands still.

8. Related Reading—
   (1) First Aid—Metropolitan Life Insurance Co., New York City. Free.
   (2) A home first aid kit should contain the following materials: Clinical thermometer; first aid dressing; absorbent gauze, absorbent cotton; two-inch bandage compress; wooden applicators (plain); safety pins; scissors, iodine or mercurochrome; aromatic spirits of ammonia; alcohol (for rubbing); boracic acid (for eye wash); carbolated vaseline (for burns); castor oil; oil of cloves (for toothache); syrup of ipecac (to cause vomiting in poison cases); and first aid handbook.

   The materials of a first aid kit should be assembled in one place in the home and school, clearly marked and kept well out of the reach of small children.

9. First Aids to Accident Victims:

Shock: Present in all serious injuries. Lay patient on back, head low, loosen clothing. Keep patient warm and if he can swallow give him hot coffee, milk, or water, half teaspoonful of aromatic spirits of ammonia in hot water.

Hemorrhage: Apply small pad of gauze and a tight bandage over wound or apply pressure with thumb on main blood vessel between wound and heart. If a limb has been injured, it should be elevated. If a tourniquet is applied it must be placed between wound and the heart and loosened every 15 minutes.

Open wounds: Cleanse. Apply half strength iodine. Cover with gauze bandage.

Burns: Apply ordinary baking soda to ordinary burns. Cover extensive burns with gauze saturated with baking soda solution, carbolized vaseline, or, in an emergency, any clean pure oil.

Fracture: (Broken bones.) Handle carefully. Apply splints long enough to reach beyond the points above and below fractures.

Eye injuries: Remove loose particles with a clean handkerchief. Particles embedded in the eye should be left to the care of a physician. The Red Cross manual says specifically "Never violate this rule. Blindness may result."

Electric shock, apparent drowning, asphyxiation: The victim of electric shock must first be released from the current. This may be done by shutting off the current or by using a non-conductor of electricity such as dry clothing, dry stick, or rubber glove. Apply artificial respiration, and *continue it for at least four hours.* Many cases have been lost probably because sufficient time was not given to resuscitation.

Sunstroke and heat exhaustion: Apply cracked ice or cloths wrung out in cold water to head.

Fainting and fits: In the former place patient on back with head low; loosen clothing, get plenty of ventilation by opening windows or fan,

rub arms and limbs toward the heart. In fits, prevent victim from injuring himself but do not try to hold him down. Place rolled handkerchief, pencil, clothes pin or spoon between teeth.

Poisons: Send for physician; empty stomach by emetic such as common salt in tepid water or by tickling throat.

10. See p. 48 of this bulletin.

VI. HOW TO BE A SAFE DRIVER—AGES 16 PLUS. APPROXIMATE TIME FOR COMPLETION: 1 WEEK.

Objectives:

1. To find out how local streets and highways are made safe for travel.
2. To find out difference in local and distant signal systems—e.g., New York, Washington, Chicago, etc.
3. To find out by whom the local signal system was installed, who and what is responsible for its operation.
4. To find out what it costs to keep travel safe, how it is financed.
5. To find out whether or not there is a saving in property and life because of the signal system.
6. To find the greatest safety hazards in the community travel routes.
7. To gain information which is essential to being a *safe driver of a car.*

Activities:

1. Study the folder of traffic lights and signals sent out from the State Commission of Highways and Public Works.
2. Visit nearby signals as a group or by committee to compare with descriptions given in Highway folder on this subject.
3. Visit as a class or by committee the district highway headquarters or the city or town hall to secure information which will meet the requirements in the objectives.
4. Write letters to firms engaged in constructing signal systems asking for informational material used in advertising.
5. Draw to scale a large map of your community street or highway system showing signal system in use.
6. Find out how many drive cars and have them list problems they have in passing, signaling, turning, etc.
7. Make traffic counts at the crossing used by the largest number of school children, in the nearest important business center, or the highway or street traversed by majority of pupils.
8. Construct graphs showing these traffic counts.
9. Take examination for safe driving.
10. Organize the automobile H. S. Driving Club and draw up an examination covering points for admission.

Illustrative and Other Teaching Materials:

1. See High School Unit also.
2. Motor Vehicle Accidents in North Carolina.
3. Highway Traffic Signs. Publicity Department, State Commission of Highways and Public Works, Raleigh, N. C.

4. Digest of legal phases of highway traffic signs.
   (1) The selection and placement of highway traffic signs is the re sponsibility of the State Highway Commission. The law provides that, insofar as possible, the system of signs and signals used in North Carolina shall correlate with the systems adopted in other states.
   (2) Local authorities provide for local traffic signs.
   (3) No unauthorized individual shall erect traffic signs.
   (4) Commercial advertising on traffic signs is prohibited.
   (5) It shall be a misdemeanor to injure traffic signs or signals.

5. Rules of the Road. The rules of the road contained in the *Motor Vehicle Laws of North Carolina* may be summarized as follows:
   (1) It is unlawful for an habitual user of narcotic drugs or an intoxicated person to drive a car upon the streets and highways of the state.
   (2) Reckless driving is unlawful and punishable by fine or imprisonment.
   (3) Vehicles must be operated at "reasonable and proper speed" at all times. Traffic and road conditions and other factors will influence the definition of this term, (reasonable and proper), but in no case shall it exceed 45 miles per hour.
   The state law creates the following speed limits and zones:
   a. 15 miles an hour when approaching within 50 feet of a grade crossing.
   b. 15 miles per hour when passing a school during recess or when children are going to and from school.
   c. 15 miles an hour when approaching within 50 feet and traversing an intersection when driver's view is obstructed.
   d. 15 miles per hour on curves.
   e. 15 miles per hour in business section.
   f. 20 miles per hour in residence sections.
   Local authorities may establish additional speed limits governing through "stop" streets.
   (4) Railroad grade crossing warnings must be observed.
   (5) Drivers are required to observe special, marked grade crossings.
   (6) All school trucks and passenger busses are required to come to a complete stop at all railroad crossings.
   (7) Special speeds may be determined for bridges, though all bridges must be traversed at safe speeds.
   (8) Vehicles are required to keep on the right side of highways and streets, and to keep to the right in crossing intersections and railroads.
   (9) Drivers of vehicles proceeding in opposite directions pass on the right.
   (10) Drivers of vehicles passing others shall give audible signal of their intentions; then pass on the left and leave ample clearance before returning to the right side of the road. *There shall be no passing when the view is obstructed, on the crest of a grade, on a curve or at a grade crossing.*

(11) One driver shall not follow another except at a "reasonable and prudent" distance, not less than 100 feet behind.

(12) Turning:

a. Unless otherwise directed the driver turning right shall do so from the right side of the highway; the driver turning left shall do so from the center.

b. The following signals are required before the direction of the vehicle is changed:

(1) left turn—hand and arm horizontal—forefinger pointing.

(2) right turn—hand and arm pointed upward.

(3) stop—hand and arm pointed downward.

All signals must be given from the left side of the vehicles during the last 50 feet traveled.

(13) Right of way:

a. When two vehicles approach an intersection at approximately the same time, the vehicle on the right has the right of way.

b. The vehicle in the intersection shall have the right of way.

c. Where traffic is not being regulated by officers or signals, pedestrians in the crosswalks have the right of way.

d. Drivers on public highways have the right of way over those entering from private roads.

e. All drivers yield the right of way to police and fire department cars and to public and private ambulances when the latter are upon official business and sounding a warning siren, bell or signal.

(14) When a Police Car or Fire Engine approaches:

a. Upon the approach of a police car or fire engine sounding an appropriate signal, the driver of every other vehicle shall clear the intersection, draw parallel to the right curb and stop.

b. It is unlawful to follow a fire engine closer than a block or to place within a block of where the apparatus has stopped in answer to an alarm.

(15) Vehicles are required to observe special "stop" signs at through highways.

(16) Passing street cars:

a. Whenever possible street cars shall be passed on the right.

b. Drivers shall not pass street cars stopped for the purpose of loading or unloading passengers.

c. Drivers shall not pass school buses stopped for the purpose of loading or unloading passengers.

(17) Driving through safety zones is prohibited.

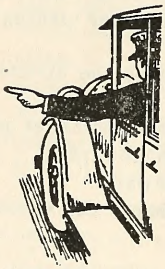
(18) Vehicles shall not be parked on the highway except in the case of very wide highways; vehicles shall not be parked on bridges.

(19) Parking in front of fire hydrants and stations and private driveways is prohibited.

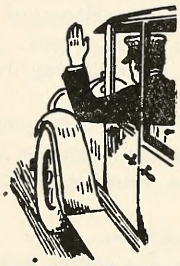
(20) Brakes must be set and the engine stopped before a motor vehicle is left unattended.

(21) Drivers on mountain highways shall keep as near to the right as possible.

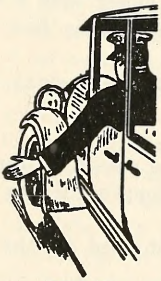
(22) Coasting on down grades is prohibited.



LEFT TURN



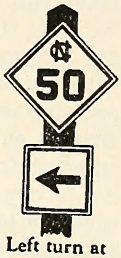
RIGHT TURN



STOP

STANDARD HAND SIGNALS

Right turn at next crossroad



Left turn at next crossroad

Route Markers

CAUTIONARY SIGNS

(23) In case of accident:
a. Driver of vehicle involved in accident resulting in injury or death or property damage shall stop at the scene of the accident.
b. Driver of vehicle involved in accident shall give his name, address, and registration number to person in vehicle struck.
c. He shall render reasonable assistance to the injured.

6. Slogans 1. "A courteous act is safety tact."
2. "A safe hill has no traffic."
3. "S. O. S.—Stay on sidewalks."

VII. SAFETY IN FIRE PREVENTION AND PROTECTION. APPROXIMATE TIME FOR COMPLETION: 1 WEEK.

Objectives:

1. To learn the proper use of matches.
2. To learn safety in the use of all methods of lighting (electric, gas, candles, lamp).
3. To learn what to do if caught in a burning building.
4. To learn use of lightning rods.
5. To learn how to report fires or sound alarms.

Activities:

1. Plan a survey sheet, such as the following, to be used in a home inspection project:
(1) Type of house (frame, brick, stone, concrete)? _____
(2) Basement floor (wood, cement)? _____
(3) Heating system (stove, grate, furnace, boiler, gas)? _____
(4) Chimneys in good repair? _____
(5) How ashes are disposed of? _____
(6) Matches (safety or common)? _____
(7) Disposal of combustible material? _____
(8) Stairways all clear? _____
(9) Uses of kerosene in the home? _____
(10) Rubber tubing for gas connections? _____
(11) Care of oil mops and oily rags? _____
(12) Fire extinguishers in the home? _____
(13) Flexible electrical cords used where? _____
(14) Matches in metal boxes? _____
(15) Matches out of reach of children? _____
(16) Gas lights used? _____
(17) Open grates used? _____ Grate screens? _____
(18) Gasoline or cleaning fluids kept in bottles or tins? _____
(19) Electric switches near the floor? _____
(20) Safety switches? _____
(21) Firearms out of reach of children? _____
(22) Safety switch on electric iron? _____
(23) Smoking trays and containers? _____
2. Lead group to set up rules for a safe home such as
(1) Buy safety matches and keep them in a metal container out of reach of children.

(2) Thoroughly extinguish all matches.
(3) Avoid throwing matches around or carrying them in pockets.
(4) Step on smoldering cigarette stubs.
(5) Keep a wire screen in front of an open grate.
(6) Avoid bonfires—completely extinguish before leaving.
(7) Put all ashes in a metal container.
(8) Know and practice first aid when advisable.
(9) Take care of smaller children in my home.

3. Practice a fire drill at school.

Illustrative and Other Teaching Materials:

1. *Slogans—*

"One tree makes a million matches, but one match can destroy a million trees."
"Safety begins at home."
"When fires go up, nations go down."
"Every day a fire prevention day."
"The match you toss may cause great loss."
"If trouble you want to hatch, look for gas with a lighted match."
"Picnic fires are lots of fun. Put them out when you are done."
"You may 'pour oil on troubled waters' but never on a fire."

2. *Information to be mastered about fire prevention—*

(1) Matches should be kept in metal, china, glass, stone, or tin containers.
(2) Strike matches away from or downward.
(3) Only safety matches should be used.
(4) Firecrackers are dangerous because they may destroy eyesight, make cripples for life, destroy homes by fire, cause fatal burns, cause gasoline explosions, cause wasted money, take the place of really wholesome fun, give the wrong kind of patriotic ideas.
(5) In case clothing catches fire these general rules:
Avoid running but drop to floor or ground.
Roll over and over slowly with the head low to the ground.
If possible, get hold of a rug, coat, or blanket and wrap up in it to smother flames.
If another's clothes catch fire throw him to the ground, pull off your coat, or other garment, and beat out the flames.
(6) In case one is caught in a fire in a public building the following information:
Doors open outward.
Exits are outside openings. Locate these upon entering building.
Leave by nearest exit.
Avoid crowding. Walk rapidly.
Keep face near floor in case building is filled with dense smoke.

VIII. THE SAFE ADVENTURE. APPROXIMATE TIME FOR COMPLETION: 2 DAYS.

Objectives:

To encourage children to plan safe fun.

Activities:

1. Mimeograph, hektograph, or write the selections below on board for silent reading.
2. Develop the following questions.
   (1) What power has man which the elephant lacks?
   (2) Are animals really stupid?
   (3) How often have we been more stupid than animals within the week?

Illustrative and Other Teaching Materials:

1. "Big and Tough but He Takes No Chances" Poster from National Council of Safety or picture of any large animal, elephant preferably.

   "The elephant weighs a couple of tons; but he has a thick hide. When he is aroused no living thing can withstand him, but he takes no chance.

   "Big game hunters report that wild animals seldom die from accidents. If this is true, and it doesn't seem unlikely, we err in at least one respect when we consider animals stupid and inferior; for they have achieved a far better adjustment to their world than we have to ours. They have accomplished this without the aid of the imaginative power which sets man apart. We can foresee danger and know beforehand the terrible effects of accidents, and yet we are indifferent to hazards.

   "Thousands of persons, for instance, die every year in India of snake-bites because they are indifferent to this omnipresent hazard. The white person in India, unused to this hazard, is seldom a victim because of his care. The same evidence is found in the United States where about as many people are killed annually by automobiles as die by venomous reptiles in India. We are thoughtless and, both as drivers and pedestrians, we take wanton chances with our lives and with the lives of others.

   "The wild animal wisely avoids taking chances with danger wherever he can; the human being rushes in regardless.

   "This lesson outline is not in praise of cowardice; fear is frequently a negative and destructive force. But no one admires the courage of the savage who, with poised spear, charges the oncoming steam locomotive. Educators advise us to fear intelligently; that is, to recognize that certain dangers *are* dangers, and that it is absurd, as the savage's charge is absurd, to take unnecessary chances with them."

2. *Absurdities at Home—*
   (1) Use rocking chairs, barrel heads, or boxes as a stepladder.
   (2) Polishing floors until they are as slippery as wet ice and placing "unanchored" small rugs at the head or foot of stairs.
   (3) Putting hot ashes into wooden container.
   (4) Putting poison into unmarked bottles.
   (5) Leaving matches, pins, or razor blades where young children can find them.
   (6) Drycleaning with gasoline, naphtha, or benzine.
   (7) Failing to repair broken steps or stairs.
   (8) Using poor quality electric equipment, or worn extension cords.

(9) Cutting anything with any sharp tool so that in case of a slip, one is likely to be injured.
(10) Failing to have First Aid materials in the home.

3. *Absurdities, Miscellaneous*—
   (1) Skating on unsafe ice.
   (2) Skiiing down a hill when one doesn't know what is at the bottom.
   (3) Hitching rides with a sled on the back of an automobile.
   (4) Coasting on a hill unprotected from traffic.
   (5) Pointing a gun at a person except in self defense.
   (6) Throwing a snowball at a person who is wearing glasses.
   (7) Challenging younger children to do dangerous things.
   (8) Playing practical jokes in a school shop.
   (9) Failing to treat a small wound to prevent infection.
   (10) Running the motor of an automobile in a closed garage.

4. The following provisions of the North Carolina Motor Vehicle code regulating equipment of vehicles are of greatest importance to the private driver:
   (1) Every motor vehicle shall have *brakes* in good repair and adequate to control the vehicle.
   (2) Every motor vehicle shall have a good *horn*. Police and fire engines shall have special signals.
   (3) *Mirrors* shall give a clear view to the rear.
   (4) Motor vehicles have two head *lights;* one rear light. Bicycles shall be equipped with a head light. Motorcycles, road-rollers, road machinery and farm tractors shall have two head lights; other vehicles must carry two head lights, or lanterns.
   Parking lights are required on vehicles stopped on the highway except where local authorities provide otherwise.

5. Water hazards.
   (1) Deep and unknown waters until expertness in swimming is attained.
   (2) Swimming alone.
   (3) Diving improperly.
   (4) Bathing or swimming when overheated or immediately after eating.
   (5) Playing, standing up or walking in boats, canoes, rafts.
   (6) Weak hearts.

6. Cutting hazards.
   (1) Knives, ice picks, scythes, mowing machines, farm machinery, etc.

7. Automobile riding hazards—
   (1) Sitting on doors, standing up, overcrowding.
   (2) Riding the running board.
   (3) Hitching onto cars, etc.
   (4) Defective doors, tires, breakable windshields and windows.

8. Related Reading—
   (1) *First Aid*—Metropolitan Life Insurance Co., New York City. Free.
   (2) See unit on *Safety at Home.*

TEACHING UNITS—GRADES VII-XI

I. SAFE TRAVEL TO AND FROM SCHOOL. APPROXIMATE TIME FOR COMPLETION: 1 WEEK.

Objectives:

1. To find out who is responsible for the safe transportation of school children.
2. To learn what regulations and conditions should govern transportation of school children.
3. To find out leading causes of accidents to school buses and to make a plan for eliminating them.

Activities:

1. Organize class into committee responsible for securing the information necessary to the attainment of the above objectives.
   (1) List sources such as the State School Commission, the National Safety Council, bus drivers, school principals and superintendents, county mechanics, State Highway Commission, etc.
   (2) Analyze each factor to see whether or not that factor is a safety promoting agency—as follows:
   a. Buses:
   Is the bus used to transport a load exceeding that prescribed by the manufacturer?
   Is the bus equipped with a roof ventilator?
   Is the bus equipped with an adequate form of heating?
   Is the bus equipped with a service door, under control of the operator, on the right side of the car, and steps with a handrail low enough for little children to grasp?
   Is there an emergency door located at the rear end of the bus, without steps, 18"x48", gained by an unobstructed aisle.
   Is the bus equipped with spring cushions, at least 13" to 15" lineal space per child, handholds for children who may have to stand, non-shatterable windows and windshield, a power-driven windshield wiper, sun visor, and rear vision mirror for the inside and outside?
   Is the gasoline tank located, filled, drained, and vented outside of the body?
   Is there a regular tail light on the rear of the bus, a red reflector light at the left rear corner and the right rear corner, at the level of approaching automobile headlights? A fire extinguisher? Skid chains?
   Is the frame of the bus sufficiently strong not to crush if it should turn over?
   Is "School Bus" printed on sides and back?
   Is the bus equipped with a First Aid kit and the driver able to give first aid?
   Is the bus inspected each week by a competent mechanic?

b. Are the following principles observed in routing and scheduling school buses?

(a) Safety should never be sacrificed for speed—e g. A "long way round" to avoid bad bridges or grade crossing is best.

(b) The school district committeemen and principal should keep the State Highway Commission apprised of their needs for improved highways, roadways, safe guards, etc.

(c) New routes and detours should be carefully checked for safe bridges, year round travel, etc.

(d) Schedules should provide for a reasonable rate of speed.

(e) In deciding who should ride buses the following factors should be considered: age of pupils, distance, weather, traffic hazards, *physical condition of child,* walking distances requiring over twenty minutes.

(f) Footpaths should be provided for walkers.

(g) Dismissal of buses should be orderly.

c. Do bus drivers obey the following instructions?

(a) Check the condition of the bus, including brakes, steering gear, and lights (if he is required to drive after dark), before starting out.

(b) Observe carefully all signs, signals, rules of the road, and courtesies due others. Drive on the right side of the road. When it is necessary to overtake a slow moving vehicle, be sure no third vehicle is drawing near from any direction. Never pass another vehicle on a curve or at the crest of a hill.

(c) Never turn or swerve suddenly. Go slowly over bumps and rough places. Avoid jerky starts and sudden stops especially when some passengers are standing.

(d) When carrying children, do not drive faster than 30 miles per hour on the best concrete roads, and more slowly on gravel or dirt roads or when required by crowded traffic, bad weather, poor roads or other conditions. Observe the definite limits for different parts of route which the school authorities have set for them.

(e) Be sure that the door is closed at all times when bus is in motion.

(f) Never leave the bus while the motor is running.

(g) Never operate with the clutch disengaged except when coming to a stop.

(h) Never run backwards on school grounds.

(i) Never operate a school bus with a trailer attached.

(j) Never fill the gasoline tank while there are any children in the bus.

(k) Bring the bus to a full stop before taking on or letting off children. Wherever possible stop off the pavement at a place where the road may be clearly seen for several hundred yards in both directions. Always signal to drivers coming up from the rear before stopping or turning.

(l) At railroad grade crossing stop. Then if it is possible to see a sufficient distance up and down the tracks, proceed across. Otherwise follow procedure recommended under Bus Patrols, rule *i*.

(m) Support the captains or conductors whose job it is to help you see that all children obey the rules of safe conduct, and maintain order both in going to and from the bus, boarding and alighting, and while the bus is in motion. Note especially rules 9 and 10 under Bus Patrols.

(n) Let no one without a special permit ride except school teachers and pupils regularly assigned to the bus.

(o) Transport no animals with school children.

(p) Permit no loaded weapon of any sort on the bus.

(q) In case of accident or breakdown while the bus is hauling children, do not leave the bus to go to telephone or to summon help. Send two of the student captains or other responsible children to the nearest house for these purposes. Report all accidents for investigation.

(r) Keep persons neat and clean and department comparable to that which is expected of a teacher. Never use tobacco in the bus and do not permit children to do so. Never drink intoxicating liquor.

(s) Report daily to the principal any misconduct of pupils on the bus.

(t) Report to the school authorities or a delegated representative each week on the condition of the vehicle and recommend any repairs deemed necessary.

(u) Drive a school bus not more than 10 hours in any 24-hour period and work not more than 12 total hours a day including the driving of a bus and other work.

d. Do the Bus Patrols serve in the following or equally as satisfactory way?

For each school bus the principal should appoint one or two boys or a boy and girl who live on the route as bus captains or conductors. The ideal choices for these important posts would be boys who, because of physical size and strength and personality, have the respect of their classmates and who, in addition, live near the end of the route. If the natural leaders of the school do not live near the end of the route the principal should appoint them to serve as patrols until they get off at home, and have substitute patrols take charge from then on.

The bus captain or conductor is a monitor in the dictionary sense of the word—"one who advises or cautions." His function is to help the driver in maintaining order, insuring observance of rules by pupils, and in performing certain duties as given below. He is not responsible for the safety of the children; the bus operator has this responsibility.

One captain rides near the front of the bus, possibly on the seat with the driver. The other takes his seat in the rear of the bus. The duties of the bus captains are as follows:

(a) In leaving school at the end of the day one patrol should board the bus to supervise seating and to maintain order; the other should remain outside to aid in forming the pupils into a single file to board the bus one at a time in reverse order of unloading, and to prevent pushing and other dangerous "horse play."

(b) See that all children are aboard and seated before the bus leaves the school building.

(c) Do not permit children to get on or off buses in motion. See that all children are in the bus, and the door closed before the bus starts.

(d) Permit no one to move about within the bus while it is in motion.

(e) See that aisles are kept free from books, lunch baskets, and other objects.

(f) Report to the bus operator any child who tampers with the releases on the safety door or is guilty of other serious violation of rules.

(g) Caution children not to put their hands, arms, heads or bodies through the window. If the caution does not suffice, report the child to the driver.

(h) Report to the driver any bicycle riders or roller skaters or others who hang on to the bus.

(i) On approaching a railroad crossing, the bus will come to a full stop. If the driver can see a sufficient distance both up and down the tracks he should proceed across. If, on the other hand, the nature of the crossing is such that he cannot see far enough in one or both directions to assure a safe crossing, the head captain should get out, go to the tracks, look both ways, signal the bus to come on, walk across the tracks 30 or 40 feet where the bus will stop for him. The bus driver must not open the door for the patrol until the bus has come to a full stop.

(j) When the children leave the bus, the head patrol boy should descend to the roadway first. If it is necessary for the children to cross the road, he should hold them on the right side of the bus and walk to the front of the bus in compliance with state law. If cars are coming from either direction, he should see that they stop in compliance with state law. He should hold the children thus until a safe interval in traffic occurs, and then at a signal from the driver who has been watching traffic from both directions he should direct them to cross. The patrol boy in this work takes his orders from the bus driver.

If this method is not believed to be practical in view of local conditions, the children should be let out of the bus without the use of the patrol. But the driver should make a special point to inform the students as they leave, so that every time they leave each one will be reminded of it, that he must remain on the right hand side of the road

until the bus has gone by and until he can see that no automobile is coming in either direction before crossing.

(k) When children are picked up in the morning and must cross the road, the student captain already in the bus descends and at a signal from the driver who has been watching the road, beckons the children to come across to the bus.

(l) Never operate the rear door. Use it only in case of emergency for unloading.

e. Do the pupils comply with the following rules of good bus travel behavior?

It is recommended that a set of rules printed in large, plain type for all students be posted in a prominent place in the bus. The following rules are recommended:

(a) The driver is in full charge of the bus and pupils. Pupils must obey the driver promptly and cheerfully.

(b) Pupils must obey and respect the orders of monitors or patrols on duty.

(c) The driver will assign a seat for which the student will be held responsible. Students in less desirable seats may move to a second assigned seat for added comfort after the passenger load is lightened.

(d) Pupils must be on time; the bus cannot wait for those who are tardy.

(e) Never stand in roadway while waiting for the bus.

(f) Unnecessary conversation with driver is prohibited.

(g) Outside of ordinary conversation, classroom conduct is to be observed.

(h) The use of tobacco in bus is not permitted.

(i) Pupils must not throw waste paper or other rubbish on the floor of the bus.

(j) Pupils must not at any time extend arms or head out of bus windows.

(k) Pupils must not try to get on or off the bus or move about within the bus while it is in motion.

(l) When leaving the bus, pupils must observe directions of captain and driver.

(m) Any damage to bus is to be reported at once to the driver.

Penalty: For violating these rules a pupil will be reported to the school principal who can debar him temporarily or permanently from riding in the bus.

2. If there are safety hazards in the transportation scheme for school children, draw up a set of standards to be presented to your legislators.

3. Set up, in addition to the legal requirements, standards of road and bus courtesy for school children and bus drivers.

4. Get the cooperation of the bus driver to try out these standards for a given period. Observe the effects of the plan on number of possible accidents avoided, comfort and absence of strain in the riders, etc.

5. Set up a list of desirable qualities for the bus driver. Ask him for a set.
6. Debate—Resolved, that safety of school bus transportation is more dependent upon the pupils than any other factor. Substitute "driver" for "pupils," "School Commission" for "pupils", and debate.
7. Prepare a list of pupils who show by their actions that they are "safety conscious"—e.g., automatically removing glass from roadway or playground.
8. Spell and use correctly these and other words needed for oral and written composition: intersection, obedience, negligent, traffic, accident, conservation, community, council.

Illustrative and Other Teaching Materials:

1. Bulletins from the county superintendent and principals containing bus regulations.
2. Slogans—
   "Courtesy and Safety are Traffic Twins."
   "The Rule of the Road is the Golden Rule."
3. *School Buses—Their Safe Design and Operation.* National Safety Council, Inc. 12c.
4. Summary of Standards for Safe Transportation of School Children.
   (1) The employment of reliable safe drivers who have passed a driver's test.
   (2) The use of the safest transportation routes.
   (3) A complete county survey of the routes of travel.
   (4) A clearly drawn up set of rules and regulations governing the transportation system.
   (5) Cars, with front and rear doors operated only by the driver through a lever, which will protect children from inclement weather.
   (6) Road officials who will eliminate safety hazards such as railroad crossings, narrow bridges, slippery hills, unsafe approaches, blind curves, etc.
   (7) A driver who will inspect his bus daily to keep safe brakes, who will stop at all railroad crossings, who will keep the bus clean, who will operate on a punctual schedule, and who allows no one else to drive his bus.
   (8) Parents who know the driver's schedule and who help children to keep it and who hold children responsible for cooperating with the driver.
   (9) Pupils who cooperate with all officials for safe riding.
   (10) Rules and regulations governing transportation as issued by the State School Commission.
   (11) Convenient and safe shelters for waiting on buses to be provided and designated by the school authorities.
5. *Rules of the Road.* American Council on Education, Washington, D. C.

II. THE UNIFORM VEHICLE CODE. APPROXIMATE TIME FOR COMPLETION: 1 WEEK.

Objectives:

1. To see what advantages might be enjoyed through the practice of a uniform code for the whole country.
2. To find out to what extent North Carolina has a uniform code.
3. To find out how to identify the driver of a car.

Activities:

1. Select special committees to report on the following topics:
   (1) The rules of the road.
   (2) Driving while intoxicated.
   (3) Reckless driving.
   (4) Speed restrictions.
   (5) The size, weight, construction, and equipment of vehicles.
   (6) Highway traffic signs.
   (7) Penalties.
   (8) Procedure upon arrests, reports, dispositions of fines and forfeitures.
   (9) Duties in case of accident.
   (10) Uniform motor vehicle anti-theft act.
   (11) Uniform motor vehicle operator's and chauffeur's licenses.
   (12) The qualifications for good driving.
2. Discuss the following questions:
   (1) What difficulties are encountered by tourists going from one city to another when there are different traffic rules?
   (2) What would be the value of a uniform code in the United States?
   (3) What differences are there in your local regulations and the uniform code?

Illustrative and Other Teaching Materials:

1. Summary of Motor Vehicle Regulation. A. A. A.
2. Summary of Values of Uniform Vehicle Code:
   (1) It aids inter-state and inter-city traffic.
   (2) It would prevent deaths, accidents and destruction of property from ignorance.
   (3) It aids and protects the driver who wishes to obey law.
   (4) North Carolina has adopted two of the three sections of the Uniform Code.
3. Selected References:
   World's Work. November, 1930. "Uniform Motor Vehicle Codes."
   Reports of National Conference on Street and Highway Safety, Washington, D. C.
4. Digest of Selected Sections of the Motor Vehicle Laws of North Carolina.
   (1) Administration of the Law:
      a. Motor Vehicle Commissioner
      The Commissioner of Revenue is the Motor Vehicle Commissioner. He is responsible for the enforcement of the motor vehicle law.

b. Duties of Vehicle Commissioner and his Department.

(a) The Commissioner shall appoint deputies to carry out the provisions of the law and make them peace officers to enforce the motor vehicle act. He shall provide suitable application forms for certificates of titles, registration cards, license number plates and all other necessary forms.

(b) He shall arrange for the collection of reports on automobile accidents.

c. Registration and Licensing of Cars

To prove ownership and his right to use, sell or give away or destroy an automobile and to make the stealing of vehicles more difficult each owner is required to register his car and secure a certificate of title. To register a car the owner

(a) Secures from the Department of Motor Vehicles a form on which he makes application for the registration of his car.

(b) Swears to the truth of his statements on the form before a notary or other officer empowered to administer oaths. (There is no charge for this service.)

(c) Forward application and required fee to the Department.

(d) Receives registration card and number from the Department after it has assured itself of the truth of his application.

(e) Signs registration card with pen and ink and always keeps it in his possession while he is using his car. This card shows his registration number, name and address, a description of the car and a form for use if he should sell or give the car to another person.

(f) Receives a Certificate of Title to prove his ownership of the vehicle. This certificate is dated, gives the registration number, and a description of the vehicle. This certificate is good for as long as the car remains in his possession.

(g) Receives two number plates which must be clearly displayed on the front and rear of the car and kept clean.

d. Circumstances under which registration may be refused.

(a) When the applicant has neglected or refused to furnish the Department with required information.

(b) When the fees required by law have not been paid.

e. Circumstances under which registration shall be rescinded.

(a) When the Department has determined that the vehicle is unsafe or unfit for use.

(b) When the vehicle is used for unlawful purposes.

f. Procedure when a car is sold or otherwise changes ownership.

(a) The owner endorses an assignment of title on the portion of his Certificate of Title provided for that purpose and gives the certificate to the purchaser when the vehicle is delivered.

(b) Within ten days after the purchase of the vehicle, the new owner writes his name and address in pen and ink on the Certificate of Title, forwards it to the Department of Motor Vehicles, and applies for a new registration card and Certificate of Title.

g. Procedure when a Certificate of Title or number plates have been destroyed or lost.

(a) The Department of Motor Vehicle will issue duplicate certificates to persons entitled to them upon the payment of a fee of fifty cents.

(b) The Department will issue duplicate license plates on the payment of a fee of one dollar.

5. See also Units III and IV under Grades IV-VI.
6. General "Rules of the Road," pp. 24-25 of this bulletin.

III. CIVIC PROVISIONS FOR SAFETY. APPROXIMATE TIME FOR COMPLETION: 1 WEEK.

Objectives:

1. To determine what constitutes a safe environment.
2. To understand law and essentials of satisfactory law enforcement.
3. To understand what is essential to educating the public in safety.

Activities:

1. Hold a debate: Resolved that children should be allowed to play in the streets, or that drivers should be examined each year, or that the speed limit in..... should be..... miles per hour.
2. Compile a scrapbook of regulations governing use of roller skates, scooters and bicycles on sidewalks and streets.
3. Construct a model safe school community—house, highways, walks, playground, sign posts, semaphone, etc. Present model and plan to student body for its consideration and adoption.
4. Survey newspapers and signs in community with a view to finding out whether or not the public is being educated in safety measures.

Illustrative and Other Teaching Materials:

1. Related Readings—
   Bailey. *What to Do for Uncle Sam.*
   Carpenter. *Ourselves and Our City.*
   Crump. *Boy's Book of Policemen.*
   Crump. *Boy's Book of Mounted Police.*
   Longstreth. *Ode of the Marcy Mounted.*
   ..... *The Silent Force.*
   ..... *Life of the Mounted Police.*
2. See Units III and IV on pp. 18-19 of this bulletin.

IV. THE WORK OF THE POLICE DEPARTMENT. APPROXIMATE TIME FOR COMPLETION: 1 WEEK.

Objectives:

1. To learn the various activities of the police department.
2. To learn what police departments are doing to solve traffic problems.

3. To learn how Junior Safety Patrols are assisting in work of police departments.
4. To appreciate work of police and cooperate with them in enforcing law and order.

Activities:

1. List all activities in which you have seen policemen or patrolmen engaged.
2. Find out how the police and patrol department are organized and controlled, how police are selected and promoted, what requirements are essential for prospective police officers.
3. Compile a list of ways in which you and your friends have helped the police. Of examples of heroism. Of superior officers and their qualities.
4. Find out the signal system of the police for reporting to headquarters, calling ambulance or patrol wagon, etc.
5. Find out how a just trial is guaranteed to the offender.
6. Hold a debate (1) Resolved that it is necessary to have laws and regulations even in a democratic state, (2) that we should obey the *Uniform Traffic Code.*

Illustrative and Other Teaching Materials:

1. Textbooks by Hill, Hughes, Turlington, Dunn, Broome and Adams, Hepner.
2. Summary of Duties of the Police Department.
   (1) Regulation of traffic.
   (2) Prevention and detection of crime.
   (3) Patroling of city streets, parks and other public places.
   (4) Prevention of disorder.
   (5) Arresting dangerous citizens or those disobeying the law.
   (6) Enforcement of various laws, ordinances, and regulations.
   (7) Assistance to persons in distress or danger.
3. Traffic Work of Police Departments. National Safety Council.
4. Uniform Vehicle and Traffic Codes. National Safety Council.

V. SAFE DRIVING AND RIDING ON STATE AND NATIONAL HIGHWAYS. APPROXIMATE TIME FOR COMPLETION: 2 WEEKS.

Objectives:

1. To find out how traffic problems differ in city and country.
2. To find out who is responsible for the construction and upkeep of our highways, and for the regulation of traffic.
3. To find out how the Lee-Jackson, Lincoln, Jefferson Davis and other national highways have benefitted the people of the United States.
4. To learn to distinguish meanings in the use of these terms—"courtesies of the road," "local ordinances," "state traffic laws," etc.
5. To find out how uniform the traffic laws of the country are and whether or not uniformity contributes to safety.
6. To find out the leading types and causes of accidents in North Carolina, in the local community, and in the United States and to suggest a plan for combatting them.

Activities:

1. Organize class into committees responsible for securing information essential to achieving the above suggested objectives.
2. Compile a scrapbook showing *signal practices* in the various communities of the State, of the Union, and possibly foreign countries.
3. Draw up regulations governing the proper conduct of the driver of a car. Of the standards for car manufacture. Of the conduct of people who ride in cars.
4. Set up a code for road courtesy—e.g., giving a little more than half of a road, allowing right of way without question, etc.
5. Write an original play to be presented publicly giving a demonstration of road courtesies, rules, etc.
6. Investigate a number of people who drive cars. Find out how they learned and what they actually know about the proper use and care of cars.
7. Debate the question of whether or not ignorance of law is an excuse.
8. Debate the question of whether or not it is wrong to disobey regulations when "no one is looking."
9. Hold a "car driving school" through the cooperation of the P. T. A., Rotary Club, or other civic clubs. Issue certificates to the graduates, those who pass the tests.
10. Conduct experiments in traffic courtesy in halls, on the grounds, in buses, your car, other people's cars.
11. Dramatize the steps to take to protect your property rights in an automobile, truck, etc.

Illustrative and Other Teaching Materials:

1. Bulletins, etc., from municipalities, state, and federal bureaus.
   (1) Uniform Vehicle Code.
   (2) Regulation of vehicle operation on highways.
2. *Main Highways of the Nation.* U. S. Department of Interior, Washington, D. C.
3. *A Program for Organizing a High School Motor Traffic Club.* National Safety Council. 10c.
4. From the following table giving a rough estimate of fatal accidents in North Carolina, what conclusions do you draw?

Location or defects in street or highway	30%
Defects in motor vehicles	10%
Pedestrians	33%
Violations of motorists	65%

5. Why accidents occur (1930)
   (1) Due to Drivers

Did not have the right of way	30.8%
Exceeded speed limit	21.4%
On wrong side of road	16.1%
Drove off roadway	14.3%
Failed to signal	7.3%
Cut in	7.1%
Miscellaneous	.3%

(2) Due to Pedestrians (1930)

Crossing streets	32.2%
Crossing between intersections	24.9%
Crossing from behind parked cars	11.0%
Children playing in the street	20.1%
Miscellaneous	11.8%

6. Slogans—
   "A good driver believes in signs."
   "Courtesy is good sportsmanship."
   "Carelessness is the mother of catastrophe."
   "Stick to safety and you'll stick around."

VI. A SCHOOL FOR DRIVERS. APPROXIMATE TIME FOR COMPLETION: 10 DAYS.

Objectives:

1. To increase interest in safe driving.
2. To challenge pupils to become efficient in handling automobiles.
3. To instruct drivers and prospective drivers in the qualifications of competent and safe drivers.
4. To lead pupils to accept responsibility for the control and solution of the automobile accident problem.

Activities:

1. Plan a public program for five days on which experts will discuss topics similar to the following:

FIRST DAY

Qualifications of a Safe and Competent Driver.
The Privilege of Using the Highways.
Questions and Discussions.

SECOND DAY

Correct Stopping, Passing, Turning, and Parking.
The Responsibility of the Pedestrian.
Questions and Discussions.

THIRD DAY

Obedience to Traffic Regulations.
Driving Safetly between Intersections.
Questions and Discussions.

FOURTH DAY

The Mechanics of the Car.
Safe Mechanical Equipment of Motor Cars.
Questions and Discussions.

FIFTH DAY

The Social Effects of Proper Driving.
Review.
Questions and Discussions.

2. Award certificates for attendance:
   "This is to certify that.....has attended the five meetings of the Drivers' School under the direction of the Safety Council of the.....school.
   Principal.....
   President of the Council....."

3. Initiate the Driver's School with such publicity as the following through newspapers and circular letters:

   "The toll of deaths by automobile is alarming. On Christmas Day, there were 168 accidental deaths in the United States as reported by the Associated Press, 122 of which were due to automobiles. Reports indicate that heavy traffic is not the main cause of automobile accidents. Perhaps the education of our youthful prospective drivers of automobiles in the 'rules of the road' and in qualifications of a safe and competent driver will help in the reduction of such accidents.

   "The Driver's School is one of the projects which the high school is attempting in safety education. Its purpose is to instruct drivers of automobiles and prospective drivers on the qualifications of a safe and competent driver, safe driving at and between intersections, signs, signals, and parking. The cooperation of parents and the public is sought."

4. Make a preliminary survey of group asking for questions.
5. Debate on "Should there be a speed limit law in North Carolina (or in Our Community)?"
6. Give a test on the subject matter of the lectures.
7. Make a speed checking box and make a traffic count and speed checking record.
8. Stimulate each pupil to initiate and complete one safety activity as a result of the experience.
9. Set up a list of approved teachers for drivers, develop driving test including the performance, and issue certificates to the qualified.

Illustrative and Other Teaching Materials:

1. Questions which have been raised about safe driving:
   When is it proper for a vehicle to pass?
   What is the right of way and how is it to be used?
   Are there any exceptions to the right of way?
   How far behind a car should you travel?
   How fast should one be going behind another vehicle?
   When and how shall we pass street cars?
   How and when shall we use the horn?
   Are there any evidences observable to a person who is not a mechanic which will indicate possible engine or tire trouble before it actually occurs?
   Doesn't slow driving cause more accidents than fast driving?
   What are the correct signals to make for stopping? Left turns? Right turns?
   What rights and courtesies should be extended to the pedestrian?

Should you ever drive in the middle of the road?
What effect has speed?
What kind of person has accidents?

2. Directions for making the speed-checking boxes.

"Each boy supplies his own lumber and a mirror which costs about ten or fifteen cents. The box is very simply made. It is 11" long, 11" wide, and 6" high. The mirror is 5" by 7". This box is placed on a tripod level with the eye, *off the side of the highway.* We emphasize off the side of the highway, as it is also a lesson in safety observance by having our Junior Safety Engineers stay off the traveled portion of the highway while doing safety work.

"A line is drawn at right angles from the edge of the box to the highway, a distance of 176', is measured from this line straight into the highway where another line is drawn, besides which off the highway, stands the student. In his hand he has a stop watch, he looks into the end of the speed box and can note on the mirror when an automobile passes the first line mentioned above and simultaneously puts on the stop watch, then checks the stop watch when this vehicle passes the line opposite to where he is standing.

"The time it takes this automobile to travel between these two lines in seconds is divided into a chart already prepared so as to enable the student to compute the feet per second or miles per hour that the automobile is passing at this given point.

"For instance, an automobile travelling 60 miles an hour covers 88 feet per second. Therefore, if an automobile takes two seconds to cover the 176' which has been marked off, the student then knows that the car is moving 60 miles per hour.

"The students make up a chart showing the feet per second and miles per hour, which you can see can be very easily used as an arithmetic problem.

"If 50 or 100 of these cars are checked or timed, then a small chart can be made showing what percentage of automobiles are traveling at given rates, etc."

3. Rules for Driving an Automobile with Safety as they were set up by Helen Smith, a high school student:
   (1) *Be sure:* Do not attempt to drive a motor vehicle unless you have had sufficient instructions from someone who is capable of instructing you.
   (2) *Be alert:* Concentrate on the operating of the vehicle every moment you are at the controls. You cannot be eating, reading, sleeping, or watching someone in the car and still be a safe driver. Keep both eyes open and on the road ahead and both hands on the wheel.
   (3) *Be systematic:* Do not try to watch every other vehicle on the street at once; it is better to keep your eyes on the car in front of you and let the one in back watch you.
   (4) *Be quick:* Make it a point to think and act quickly. A quick movement at the right moment will save you from many a disaster.

(5) *Be calm:* While you are driving never allow yourself to get excited and upset. Analyze the situation clearly.

(6) *Be obedient:* It is of utmost importance not to disregard traffic laws, signal lights, road signs, and speed limits. They are for your convenience and protection. Slow down at every crossroads unless there is a sign telling you to stop.

(7) *Be considerate:* Give a care for the other fellow's life if you don't for your own. Do not see how close you can come to colliding with street cars, pedestrians, and other vehicles. Dim your lights upon passing any one at night.

(8) *Be dependable:* Know what you are going to do and do it. Do not act as if you are going to turn a corner, stop, or turn around unless you intend to do so.

(9) *Be observant:* Look for lights and signs. Make sure that the coast is clear before backing out of a driveway or making a turn.

(10) *Be far-sighted:* Drive a vehicle only when you are sure it is in good condition, especially with regard to the brakes and the lights. Have a thorough examination made at frequent intervals, allowing nothing to remain unfixed that might cause an accident.

(11) *Be cautious:* Keep to the right of the road. Allow for plenty of room in passing objects. Honk your horn before rounding a bend or entering a tunnel. Get in the habit of putting out your hand at the corners whether you can see anyone or not.

(12) *Be cool:* Do not attempt to drive if you are in an angry or nervous state of mind. If you feel yourself becoming reckless slow down until you can get better control of yourself or else authorize someone else to drive the vehicle for you.

4. *Poster No. 3007-B*, National Safety Council, and discussion *Honestly Now—What's Your Hurry?*

(1) Speed of Vehicles:

In Miles per Hour:	Height from Which Can Would Drop to Attain the Same Velocity and Speed:
20	13 feet
30	32 feet
40	54 feet
50	78 feet
60	120 feet
70	162 feet
80	212 feet

(2) "The faster a vehicle goes the more damage it can do. A car's energy increases as the square of its speed. A car going 40 miles an hour is not twice but four times as potent instrument of destruction as one going at 20 miles per hour."—Poster No. 3007-B. Discussion Sheet.

(3) "Handling a modern car is simple. But to be a safe driver he must also have a mature attitude toward driving—more mature, it seems, than the attitude of many adult drivers. If, for instance, he is inclined to speed in places which he knows are dangerous

and to graze pedestrians and other cars, his intentions are not evil—they simply are not mature. The young driver, moreover, must be particularly careful because his limited driving experience does not enable him to judge the hazards of common situations quickly."

(4) Drivers under 20 years of age have the highest accident rate of all age groups. It is 41% higher than for all drivers.

5. Rules for Pedestrians:
   (1) Cross streets at corners only.
   (2) Observe traffic signals; that is, cross with green light.
   (3) Don't get out of your car after it has stopped, on the street side.
   (4) Don't carry the daring attitude.
   (5) Keep your eyes open and look both ways.
6. Some Common Absurdities in Driving Automobiles:
   (1) Insisting on "right of way" at intersections.
   (2) Turning right from the left lane on the opposite.
   (3) Passing another car at an intersection or at the crest of the hill.
   (4) Failing to observe signs and signals.
   (5) Failing to signal when stopping or turning.
   (6) Driving over railroad grade crossings without pausing.
   (7) Failing to slow down at schools or where children are playing.
   (8) Driving a car with poor brakes, defective steering gear or headlights.
   (9) Zig-zagging in traffic.
   (10) Driving with three or four persons in front seat.
7. The Kind of People Who Have Accidents:
   (1) "The Ne'er-do-Well": He drifts from job to job. He is careless in the use of machines, including his automobile.

   "The Paranoic or Hot-Headed: He thinks everyone is trying to get the best of him. He 'shows off.' He takes the right of way if it is his legally whether he can take it safely or not.

   "The Timid Soul: He lacks confidence particularly in heavy traffic.

   "The Drug Addict: He is oblivious to danger. The alcoholic is also highly accident prone.

   "The Insane or Partially Insane: He lacks judgment.

   "The Old Man: He realizes his physical limitations and he tends to compensate for this by using his powerful car carelessly.

   "The Young Man: 'Because of infantilism, some never actually grow up.' They take unnecessary chances.

   "The Worried and Tired: Loss of sleep, extreme fatigue and pre-occupation are frequent accident causes.

   "The Very Bright and the Very Slow: The very bright tend to fail in their attempts to act brilliant. The very slow frequently fail to understand situations clearly and promptly and may be in accidents as a result."—What Types of Persons Have Accidents? National Safety News, August 1932.

   (2) Physical and mental causes of accidents: fatigue, pre-occupation, worry, inattention, physical handicaps, blinding headlights, confusion, intoxication.

8. How Drivers Cause Accidents:
   (1) Driving off the highway.
   (2) Exceeding the speed limit.
   (3) Driving without the right of way.
   (4) Driving on the wrong side of the road.

9. Points for Judging the Efficiency of a Motor Vehicle.

"Visibility: It is most important to see and be seen. The driver should be able to see over the hood and note an object on the ground two car lengths away. He should have a clear rear and side view, unobstructed by windshield stickers or side posts. There should be good headlights, two windshield wipers, and a rear view mirror.

"Steering: The wheels should swing quickly and easily. It should not relay road shock to the driver. His normal driving position should be directly behind the wheel. Window and door handles should be so located and designed that they will not catch the driver's sleeves when making normal or emergency turns.

"Braking: The distance it takes you to stop is the limiting factor on just how fast you can drive safely. A great deal of pressure on the pedals should not be required to make emergency stops. Brakes must be maintained in good condition. A car should stop satisfactorily at 40 or 50 miles per hour as at 20 or 30.

"Ability of a car to keep on the ground: If the tires and springs of a car are so designed that the wheels are apt to bounce off the roadway frequently this will interfere with steering and braking. Multicord heavy tires cut down blowouts, punctures and skidding.

"Distractions: These are usually important now that speed is so great, and those inside the car should be cut to the minimum. Simple operation is essential. Instruments must be easy to see and easy to reach.

"Reducing damage: Though a driver expects to avoid accidents, he should have a car which will protect him as much as possible in case an accident does occur. Non-shatterable glass and a strong body are desirable. Sharp projections on the instrument board and the back of the rear seat should be avoided.

"Acceleration: Rapid acceleration may be helpful in avoiding accidents. The degree of acceleration is not as important as its certainty."

10. Essentials of an Automatic First Aid Kit:
   (1) 1½ oz. absorbent cotton
   (2) 2 gauze bandages
   (3) 1 yard plain gauze
   (4) 1 triangular bandage
   (5) 1 aromatic spirits of ammonia
   (6) 1 iodine or mercurochrome
   (7) 1 tourniquet
   (8) 1 tube vaseline
   (9) 1 bicarbonate of soda
   (10) 1 drinking cup
   (11) 1 miniature first aid chart

11. Related Reading.

Harpers. March 1932. "After the Automobile Accident." Bromley.
Atlantic Monthly. June, 1932. "Accidents Don't Happen." Billings.
Atlantic Monthly. October, 1932. "The Nut that Holds the Wheel." Billings.
Saturday Evening Post. Nov. 16, 1929. "Autoists Alphabet." Stearns.
Saturday Evening Post. June, 1932. "Jaywalker Menace."
Literary Digest. Nov. 7, 1931. "Good Manners and Good Driving as the Safety Turns."
Literary Digest. April 12, 1930. "Curing Careless Drivers."
Literary Digest. May 2, 1931. "Are You Fit to Drive Your Car?"
Popular Science. October, 1931. "Conceit Makes Good Drivers Bad." Bunn.
Accident Facts. National Safety Council, New York.

VII. A FIRST AID SCHOOL. APPROXIMATE TIME FOR COMPLETION: 20 DAYS.

Objectives:

1. To teach and learn the fundamentals of First Aid to the injured.

Activities:

1. Arrange for an instructor through the local chapter of the American Red Cross or some other source.
2. Plan a schedule of activities such as the following:
   (1) First Day: The purpose of first aid; circulation; kinds and uses of bandages.
   (2) Second Day: Continue discussion of application of bandages to open chest, open back, open foot, of compresses or dresses; of wounds (dangers, kinds, small, coagulation of blood).
   (3) Third Day: Continue discussion of bandages—cravat to neck, eye and arm or leg; figure of eight to elbow and knee shoulder spica; use of compress to stop bleeding, digital pressure tourniquet; causes and treatment of shock.
   (4) Fourth Day: Bandages continued; wounds, punctured, clear cut and lacerated, use of iodine; tetanus or lockjaw—cause and prevention; symptoms of infection of wounds—treatment.
   (5) Fifth Day: Bandage practice; shock-symptoms, causes, prevention, treatment, importance of first aid.
   (6) Sixth Day: Fainting—cause, prevention, treatment; fits—symptoms, treatment; transportation with stretchers—loading the patient, improvised stretchers.
   (7) Seventh Day: Transportation without stretcher—six man carry, three man carry, fireman's drag and carry, chair litter and carry; dressing or compress—details regarding sterilization, preparation and uses.
   (8) Eighth Day: Bleeding—control of arterial, location of digital pressure points, control by pressure bandage and pad; digital pressure and control of venous bleeding, tourniquet; burns and scalds—kind, prevention, treatment.

(9) Ninth Day: Artificial respiration—respiratory system, symptoms of suffocation, demonstration of artificial respiration; drowning; asphyxiation; hanging.

(10) Tenth Day: Electrical shock—how to remove patient from contact; blow in stomach.

(11) Eleventh Day: Fractures—simple, compound and skull; splints—purpose, materials and rules for applying.

(12) Twelfth Day: Bandage splints for broken jaw, collar bone and ribs; dislocations; sprains; strains; bruises.

(13) Thirteenth Day: Practical demonstration of first aids by classes for a number of instances—e.g., snakebite, sprained shoulder, fractured wrist, etc.

(14) Fourteenth Day: Removing bandages and splints; treatment of cramps.

(15) Fifteenth Day: Removing foreign bodies from the eye; removing splinters; practicing artificial respiration; treating earache, nosebleed, sunstroke, heat exhaustion.

(16) Sixteenth Day: Treatment for poison ivy, insect bites, colds, frostbites, freezing, apoplexy, etc.

(17) Seventeenth, Eighteenth and Nineteenth Days: General review and practice.

(18) Twentieth Day: Give test equivalent of the American Red Cross form 325-B.

(19) Apply for "Elementary First Aid Certificates" for those making a score of 75 or above.

Illustrative and Other Teaching Materials:

1. A. R. C. 1018 Instructor's Manual Junior First Aid Course. Local chapter American Red Cross.
2. American Red Cross First Aid Textbook. Local chapter American Red Cross.
3. The following supplies:

   2 triangular bandages for each member of class
   1 roll 2" wide bandages per member
   6 gauze compresses 3" square
   6 arm splints about ¼" x 2½" x 16"
   4 leg splints about ½" x 3" x 24"
   2 thigh splints about ¾" x 3½" x 4'
   2 poles about 1½" x 7' or pipes (for stretcher)
   1 set anatomical charts (suggest those contained in Health Charts published by Denoyer-Geppert or those from the American Red Cross at $4.50 consisting of the Skeleton, the Muscles, the scheme of Systematic Circulation, Fracture and Dislocation, Arteries and Points for Controlling Hemorrhages).
4. An instructor who is a graduate of a medical school or a person having at least 15 hours of Red Cross First Aid Instruction and who has passed a regular examination.

SAMPLES OF SAFETY TESTS AND INSPECTION BLANKS

I. FOR SECOND AND THIRD GRADES.

1. Here are ten questions. Answer them by *yes* or *no*. Should you:
   (1) stand up in a swing? _____
   (2) throw soft snowballs? _____
   (3) keep pins out of your mouth? _____
   (4) play near deep water? _____
   (5) climb on ladders? _____
   (6) throw sand at one another? _____
   (7) run with a sharp knife or scissors in your hand? _____
   (8) tease your pets? _____
   (9) skate on thin ice? _____
   (10) play in strange pastures? _____

2. A Matching Game. Make each sentence true by finding the right ending.

(1) Never throw	high places for play
(2) Always sit down	hard snowballs
(3) Never choose	in a swing
(4) Keep away from machines	for poison ivy
(5) Never wade	when in use
(6) Always watch	in strange places
(7) Never skate	sharp things out of your mouth
(8) Always keep	on thin ice
(9) Never fly kites	a deep well
(10) Never uncover	near high tension lines.

3. From the list below find the correct word to put in each of these sentences:

(1) Keep _____ objects out of the mouth.	hard
(2) Never throw _____ snowballs.	sharp
(3) Never skate on _____ ice.	danger
(4) Never go wading _____ .	point
(5) Learn to know _____ plants.	sit
(6) Keep away from _____ water.	feet
(7) Always _____ quietly in a boat.	poisonous
(8) Always obey _____ signs.	deep
(9) Come down a slide _____ first.	alone
(10) Carry scissors _____ down.	thin

4. Can you?
   (1) Put a circle around the kind of light that means go.
   The green light means go.
   (2) Put a circle around the kind of light that means stop.
   The red light means stop.
   (3) Put a line under the word that tells where to cross streets.
   Cross streets at crosswalks.
   (4) Put a line under the word that tells how to get across the street.
   Walk across the street.

(5) Put a circle around the word that tells in what kind of place to skate and play.
Skate and play in a safe place.

(6) Put a cross above the kind of track on which we do not walk.
We do not walk on railroad tracks.

(7) Draw a picture of the thing from behind which we do not run into the street.
We never run into the street from behind a parked car.

(8) Make a picture of the plaything for which we never run into the street.
We never run into the street for a ball.

(9) Put a circle around the ways we look before crossing the street.
Look both ways before crossing the street.

(10) Put a cross on the word which tells where we use our roller skates.
We use our roller skates on the sidewalk.

5. *Directions:* Write *yes* or *no* in each blank found in the sentences.

.....(1) Should I know my street or home address?
.....(2) Should we look both ways before crossing the streets?
.....(3) Do the green lights mean stop and the red lights go?
.....(4) Should children obey the policeman?
.....(5) Is it a good plan to hitch rides?
.....(6) Does the street make a good place to skate and coast?
.....(7) Should we avoid handling any wires in the street?
.....(8) Should we keep our arms, hands, and heads inside the windows when on the bus?
.....(9) Should we ever run into a street after a ball from be-behind a parked car?
.....(10) Should an umbrella be carried so one can see ahead of him?

6. *Directions:* Put a line under the proper thing to do in each sentence.

(1) When the red light flashes one should (stop, go, look).
(2) In crossing the street one should (run, walk, hop).
(3) In going home from school one should choose the (shortest way, longest way, safest way).
(4) If a ball or other plaything goes into the street one should (run after it, ask an older person to get it, send the dog after it).
(5) If there is no sidewalk one should walk on the (right, left, middle) of the road.
(6) We should use roller skates on the (sidewalk, left side of the street, right side of the street).
(7) The safest place to play ball or skate is (in the street, in a field, on the walk).
(8) Before crossing the street look (to the right, to the left, both ways).
(9) In getting off a street car face (toward the curb, the direction the car is going, the motorman).
(10) If a stranger asks you to ride (refuse, accept the ride, be saucy to him).

7. The following questions may be enclosed as a part of the regular reports to and from parents at the close of the semester or term:

   Kindly answer *yes* or *no* to each of the following questions with regard to the results of the Safety in the Home program in which ..... has taken part.

   (1) Is ..... careful to avoid falls? .....
   (2) Does he put away his playthings? .....
   (3) Is he interested in keeping the premises clean? .....
   (4) Does he know how to go up and down stairs properly? .....
   (5) Is he careful to let machines and gas and oil stoves about the home alone? .....
   (6) Is he careful not to taste contents of bottles? .....
   (7) Is he careful not to eat unfamiliar berries? .....
   (8) Is he careful not to run with a sharp or pointed object in the hand or mouth? .....
   (9) Is he interested in making the baby or other members of the home safe? .....
   (10) Is he interested in preventing accidents to himself and others? .....

II. FOR INTERMEDIATE GRADES.

1. Place before the column at the left the number of the word from the list below corresponding to the statement.

   .....The correct place to cross streets.
   .....The direction in which we should look before crossing streets.
   .....Those who regulate traffic.
   .....The zone in which we should play.
   .....That which we should avoid running from behind.
   .....The time when we should avoid doing errands.
   .....That which we should do before crossing a railroad track.
   .....Those whom we should help across the street.
   .....The color that signals us to stop.

   (1) Policeman, (2) Safety, (3) Parked Cars, (4) Cars, (5) Rush hours, (6) Crossings, (7) Older People, (8) Officers, (9) Green, (10) Patrols, (11) Children, (12) Right, (13) Red, (14) Left, (15) Dangerous, (16) Both, (17) Look, (18) Stop.

2. Yes-No Test:

   Is it necessary to look up and down a railroad track if it is not train time? .....
   Should one think only of himself when on the street? .....
   Should one avoid playing in streets? .....
   Is the rush hour a good time for doing errands because everyone is in a hurry? .....
   Should one look to the right and then to the left before crossing a street? .....
   Is it always necessary to obey traffic rules? .....
   If a car is not seen coming on a boulevard, should one stop before driving onto the boulevard? .....
   Does the green light mean go? .....
   Should one use the safety zone? .....

Should one learn the location of dangerous intersections and avoid them? .....

3. A Safety Puzzle:

First Word My first is the initial letter of that which we should all avoid. My second are those who should be careful before crossing streets. My third is that which we should all do before crossing a railroad track. My fourth and last is those cars from behind which we should not run.

Second Word My first is the initial letter of those who regulate traffic. My second is that which tells us when to drive and when to stop. My third is those streets which we should be careful of when crossing. My fourth is that which we should not do during rush hours. My fifth and last is that time when we should avoid doing errands.

Third Word My first is the initial letter of those who regulate traffic. My second is those whom we should help across streets. My third is the lights which tell us to stop. My fourth is that which we should be careful of when crossing. My fifth is that which we should all do to traffic signals. My sixth is the time we should all cross streets in the center of the block. My seventh and last is the zone in which we should play. My whole is a rule which we should observe.

Answers:

H—Hitching	O—Officers	P—Patrols
E—Everyone	L—Lights	E—Elders
L—Look	D—Dangerous	R—Red
P—Parked	E—Errands	S—Streets
	R—Rush	O—Obey
		N—Never
		S—Safety

4. *Directions:* All of the questions may be answered with "yes" or "no." Read the questions and if you can answer it correctly with "yes," give yourself 4 points. If you must answer the question with "no," give yourself zero for that question.

(To Teacher: If you wish to give the test to a whole group at the same time, ask them to number from 1 to 25 in serial order, one number under the other. When they have done this, read the questions and let each person write "yes" or "no." When they have finished count score.)

Is your pet dog or cat immunized against rabies or is he muzzled during the summer months? Yes..... No.....

When you go swimming or hiking, or work in the out-of-doors, are you careful not to expose your skin too much to the sun? Yes ..... No.....

When you read, do you always use a light which is sufficiently bright and which comes from your left shoulder? Yes.....No.....

Are you careful to "put out" every spark of the camp fire? Yes .....No.....

Do you always avoid the use of gasoline and kerosene in building fires? Yes..... No.....

Are you always careful to put banana peel in the garbage can to prevent people from slipping on them? Yes.....No.....

Do you always use some disinfectant like mercurochrome when you receive cuts or scratches? Yes.....No.....

Do you avoid crossing railroads, bridges, and highways except when necessary? Yes.....No.....

When you leave a street-car, automobile or school bus, do you first look for coming vehicles, get off facing outward and alight on your right foot? Yes.....No.....

When you cross a highway do you look first to the right and then to the left to see if the way is safe? Yes.....No.....

If you live in a town or city do you wait for the cops to signal "Go" or for the green traffic light before crossing a street? Yes.....No.....

When walking along the street, or driving a car, or entering a building, do you keep to the right? Yes.....No.....

When walking along the highway do you take care to walk on the left shoulder instead of in the middle of the highway? Yes.....No.....

Do you keep your toys and any other playthings you may have out of halls and doorways where people may stumble over them? Yes.....No.....

Do you try to keep breakable things out of reach of children—glasses, pins, needles, scissors, knives, bottles, etc.? Yes.....No.....

Do you avoid playing with electric fixtures? Yes.....No.....

If you saw a board lying on the street with a nail sticking up in it, would you turn the board over or put it where no one would be hurt? Yes.....No.....

If you saw broken glass where children play would you pick it up? Yes.....No.....

Suppose some younger children wanted to cross a highway or street where traffic was thick, would you help them over? Yes.....No.....

Suppose you saw younger children alone playing with matches, would you call some older person or persuade them to give them up? Yes.....No.....

Is your closet at home in good clean condition? Yes.....No.....

Would you refuse to ride a running board or a car under nearly all circumstances? Yes.....No.....

Do you always refuse to play in the street and the road? Yes.....No.....

Have you done something to make for more safety within the last week? Yes.....No.....

Would you refuse to accept foods or gifts or engage in conversation with complete strangers? Yes.....No.....

5. *School Safety.* Score your school on safety, giving 10 points for each of the following conditions met.

(1) School grounds free from glass, wire, stones, etc. . . . .
(2) School buses parked in definite order and place . . . .
(3) All stairways well lighted, in good repair, with guard rail . .....
(4) All steps in good condition . . . .
(5) Floors free from protruding nails or boards . . . .
(6) Children practice fire drill once a month . . . .

(7) Younger and older children play in different places . . . _____
(8) Regular order of loading and unloading buses or crossing streets . . . . . _____
(9) Special attention given to First Aid in every grade . . . _____
(10) School owns a first aid kit . . . . . _____

6. *Directions:* Write *yes* or *no* in each blank found in the sentences.
   (1) Should children play with matches? _____
   (2) Is it safe to play with the tea kettle of hot water? _____
   (3) If the room is full of smoke can you breathe better near the floor? _____
   (4) If your clothes catch fire is it best to run outdoors? _____
   (5) Should you move from your seat immediately and in an orderly manner when the fire alarm at school sounds? _____
   (6) Is it safe to hold small or short firecrackers in your hands? _____
   (7) Should you know where the exits are in public buildings? _____
   (8) Should fire alarms be turned in for fun? _____
   (9) Should children know how to give fire alarms? _____
   (10) Should one push and crowd others when the fire alarm sounds? _____

7. *Directions:* Put a line under the best thing to do in each sentence.
   (1) If you see a house on fire the first thing to do is to (a) run for a policeman, (b) notify the people at the house, (c) run home and tell your parents, (d) tell the first adult to be found.
   (2) If the fire alarm at school sounds (a) march out quickly, (b) look out of the window, (c) stay in your seat, (d) ask if there is a fire.
   (3) If your clothes catch on fire, (a) run to your mother, (b) rush out doors, (c) roll on the floor, (d) jump up and down and scream.

8. The following *check-up* on evidence of mastery by the child helps to bring about an interest on the part of the parents with regard to safety against fires. This blank for the report of the parents may be sent out at the close of the term or semester with reports which are sent at that time.

   Requests to Parents—

   Kindly check on this report the points which _____ has either demonstrated to you or talked with you about with regard to fire prevention and a knowledge of what to do in case of fire.

   (1) Danger of playing with matches. _____
   (2) Importance of keeping away from vessels of hot liquids. _____
   (3) Danger of playing with firecrackers. _____
   (4) Knowing what to do if clothes catch fire. _____
   (5) Knowing what to do if the room fills with smoke. _____
   (6) What to do at the fire drill. _____
   (7) What to do in case of fire in a public building. _____
   (8). How to give a fire alarm. _____

III. UPPER ELEMENTARY AND HIGH SCHOOL.

1. Safety Test for Highway Driving—20 Minutes.

Direction to Teachers:

Distribute the test forms at the beginning of the period specified.

Ask pupils to follow all printed instructions and fill in all blank spaces correctly on both sides of the sheet except those provided for the scores.

Instruct them to place a checkmark (√) at each correct answer while you read the correct answers to them from the scoring key. Any item having two correct answers should have two checks if both answers are correct; one check if only one answer is correct.

Have the pupils count the number of checks in each part and record that number in the space provided for it.

Have pupils add the scores for the three parts and record the total in the space provided.

NOTE: Any teacher who prefers to score the papers personally, instead of having pupils do it, may do so.

Directions to Pupils:

1. Write your name and address_____
   Grade classification_____ Girl?_____ Boy?_____ Score?_____
   What was your age at last birthday?_____ If you were over 16, do you drive an auto? _____
2. Complete each item in Column A by placing in the parentheses after it the number of each item in Column B which will make the sentence true. Some items require two numbers in the parentheses and others only one. Any item in Column B may be used as often as it will serve to make the sentence true.

COLUMN A		COLUMN B
When meeting another vehicle	(____)	1. Should be raised.
In passing another vehicle	(____)	2. Always stop on highway pavement.
As a signal for left turn, the arm	(____)	3. Sound horn.
In parking or stopping a car	(____)	4. Should be straight.
In making a right turn	(____)	5. Stop with right-hand side to curb.
As a signal for stop, the arm	(____)	6. Keep to right of center of highway.
When approaching the brow of a hill	(____)	7. Stop at right side of highway with car entirely off pavement.
As a signal for right turn, the arm	(____)	8. Turn to left when road is clear.
When another driver wishes to pass you	(____)	9. Should be lowered.
		10. Stop with left-hand side to curb.
		11. Turn to left on a curve.
		12. Drive past center of intersection before turning.
Number of Correct Answers in 2_____		13. Turn to right approaching intersection.

3. Complete each item in Column A by placing in the parentheses after it the number of each item in Column B which will make the sentence true. Some items require two numbers in the parentheses and others only one. Any item in Column B may be used as often as it will serve to make the sentence true.

COLUMN A		COLUMN B
When car ahead is turning left	(.....)	1. Pass on right cautiously.
Before entering highway from side road	(.....)	2. Increase speed.
In making left turn	(.....)	3. Pull to left approaching intersection.
At all unguarded grade crossings	(.....)	4. Keep to right of center of highway.
On approaching an intersection	(.....)	5. Wait before passing until a point is reached where the vision ahead is not obstructed.
If overtaking another car when approaching the top of a hill	(.....)	6. Pass quickly to the left.
If overtaking another car on a curve	(.....)	7. Stop.
		8. Drive past center of intersection before turning.
		9. Turn to right approaching intersection.
		10. Give right of way to driver from the right.
Number Correct Answers in 3.....		11. Give right of way to driver from the left.

4. From the items in parentheses after each of the following sentences, choose the one or two needed to make the sentence true and write the correct item on each blank line.

(1) Motor vehicles shall have displayed.....lights to the front and .....light to the rear. (one, two, four) (white, red, yellow)

(2) Headlights shall be of such intensity to reveal objects.....feet ahead. (five hundred, only twenty-five, one hundred fifty)

(3) Spot lights may be used on highways providing the share of light is directed..... (upward, straight, downward)

(4) Projections more than five feet from vehicle should display..... light at night. (white, green, red)

(5) Motor vehicles must have ..... sets of well regulated brakes. (two, one)

(6) Pedestrians should walk to the.....of pavement. (left, right, middle)

(7) In vicinity of schools, in residential districts, and in vehicular and pedestrian traffic, speed should be ..... (slow, medium, fast)

(8) When one vehicle is being towed by another, they shall be coupled by a line so that the two vehicles will be separated by not more than .....feet, and there shall be displayed on the tow line a..... (five, fifteen, twenty-five) (red light, red flag, white cloth or paper)

(9) All motor vehicles so constructed that the operator cannot see the road behind shall be equipped with a ..... (spot light, special signaling device, mirror)

(10) To quiet the exhaust noise as much as possible, all motor vehicles should be fitted with..... (cutouts, mufflers, exhaust pipes)

(11) Minimum age for any driver is..... years. (sixteen, eighteen, twenty-one)

(12) Minimum age for chauffeurs is..... years. (sixteen, eighteen, twenty-one)

(13) All parts of the license plates on an automobile must be _____ and _____. (colored black, plainly visible, fifty inches above the ground, fastened in front between the wheels, fastened so they will not swing)

(14) Before leaving scene of accident, give the injured party your _____ and _____. (motor number, license number, title certificate number, name and address, destination, position)

(15) The most frequent cause of automobile accidents is _____. (intoxication, inattentive driving, ignorance of traffic laws)

(16) The greatest need in reducing the number of automobile accidents is _____. (better steering mechanism, more knowledge of the laws, more courtesy in driving)

Number of Correct Answers in 4_____.

Scoring Key:

COLUMN A—(2)

When meeting another vehicle	(6)
In passing another vehicle	(3, 8)
As a signal for a left turn	(9)
In parking or stopping a car	(5, 7)
In making a right turn	(13)
As a signal for a stop	(4)
When approaching the brow of a hill	(6)
As a signal for right turn	(1)
When another driver wishes to pass you	(6)

COLUMN A—(3)

When car is turning left	(1)
Before entering highway from side road	(7)
In making left turn	(3, 8)
At all unguarded grade crossings	(7)
On approaching an intersection	(10)
In overtaking another car when approaching the top of a hill	(4, 5)
If overtaking another car on a curve	(4, 5)

(4)

1. two white; one red.
2. one hundred fifty.
3. downward.
4. red.
5. two.
6. left.
7. slow.
8. fifteen; white cloth or paper.
9. mirror.
10. mufflers.
11. sixteen.
12. eighteen.
13. plainly visible; fastened so they will not swing.
14. license number; name, address.
15. inattentive driving.
16. more courtesy in driving.

2. National Highway Safety Test—Form A—25 Minutes.

Dr. Herbert J. Stack, Supervisor, School Safety Activities, National Bureau of Casualty and Surety Underwriters, has prepared the following National Highway Safety Test. This has been given to the high school students in Poughkeepsie and Millville, New York.

Name_____ Age_____ Occupation_____

Do you operate a car?_____ Number of years_____

If the statement is true, mark plus (+) before statement; if it is false, mark minus (—).

1. (___) When driving in a heavy fog it is best to turn on the dim lights.
2. (___) Good adjustment of four wheel brakes requires the services of a skilled mechanic.

3. (____) Since there is greater congestion of traffic at the intersections, it is safer for pedestrians to cross between rather than at the intersections.
4. (____) Doubling a car's speed from twenty to forty miles per hour increases by four times the braking distance required.
5. (____) There are more accidents at night for the number of cars on the road than during the day time for an equal number of cars.
6. (____) A blow-out on a rear tire is apt to have more serious results than on a front tire.
7. (____) Having injured a pedestrian along a highway the first responsibility of the motorist is to telephone the police department.
8. (____) When a motorist approaches an intersection showing a green light at a speed of 45 miles per hour he may cross the intersection without a change in speed.
9. (____) Most automobile accidents are caused by defective mechanical conditions of the cars.
10. (____) The only way to reduce public liability insurance rates is to reduce motor accidents.
11. (____) A driver approaching an intersection should yield the right of way to a vehicle that has already entered the intersection.
12. (____) A motor vehicle with adequate four wheel brakes going 40 miles per hour should be able to stop in 50 feet.
13. (____) Gears should never be in neutral coasting down a steep hill.
14. (____) On rural highways without sidewalks pedestrians should walk on the left side of the highway.
15. (____) A right turn on a four lane highway should be made from the left side of the right lanes.
16. (____) More accidents take place on rural highways around turns and at intersections than on the straight away.
17. (____) As a rule motorists under 20 years of age are safer drivers than those over 40.
18. (____) When a motorist has a flat tire he may park his car on the highway to change tires.
19. (____) If a car has new non-skid tires it can stop as quickly on a wet pavement as on a dry pavement.
20. (____) When a car begins to skid it is best to throw out the clutch and apply the brakes.

ANSWERS TO HIGHWAY SAFETY TEST—FORM A

1. True.—If bright lights are used the lights tend to be reflected back on the motorist.
2. True.—A good adjustment requires a skilled mechanic.
3. False.—It is safer at the intersection.
4. True.
5. True.—The accident rate is much higher at night.
6. False.—Blow-outs on front tires are apt to be more serious.

7. False.—The first responsibility is to take care of the injured person.
8. False.—He should slow down.
9. False.
10. False.—We must also reduce fraudulent claims and unjust jury awards.
11. True.
12. False.—He should be able to stop under 100 feet.
13. True.
14. True.—The left side is the right side.
15. False.—It should be made from the extreme right lane.
16. False.—More accidents on the straight aways.
17. False.—The accident rate for younger drivers is considerably higher.
18. False.—He must pull off the roadway.
19. False.
20. False.—The clutch should be left in and brakes applied slowly.

3. Traffic Quizz for Paseo High School; Based on Kansas City Traffic Code. Time allotment 40 minutes: Check true or false.

(.....) Streets narrower than 20 feet are alleys.
(.....) A street car is considered a vehicle.
(.....) Safety zones are exclusively for pedestrians.
(.....) U. S. Government drivers must observe the safety code.
(.....) A vehicle may overtake another stopped for a pedestrian.
(.....) A police car is an emergency vehicle.
(.....) Pedestrian has right of way over right turning traffic.
(.....) All stop-and-go devices are traffic control signals.
(.....) Gillham Road is an arterial highway.
(.....) Pedestrians yields right of way outside of crosswalks.
(.....) Emergency vehicles must observe parking rules.
(.....) Employees are prohibited from riding in back of trucks.
(.....) Car in cross walk at color change has right of way.
(.....) Soliciting rides in roadway may be prosecuted.
(.....) All K. C. through streets are arterial highways.
(.....) It is generally unlawful to stop vehicle on crosswalk.
(.....) Driver may park at 5 p.m. at 1320 Baltimore Avenue.
(.....) Hucksters must not stop trucks over ten minutes at a time.
(.....) Driver may park in front of his own driveway.
(.....) Driver must have permit to back truck to curb.
(.....) Drinking motorists may be fined as high as $1,000.00.
(.....) Driver must not park within 30 feet of an alley.
(.....) May park evenings all blocks of Eleventh Street.
(.....) The rail is a boundary of a safety zone.
(.....) Must not park within ten feet of a fire plug.
(.....) Vehicles prohibited traveling ahead of street car.
(.....) Speed limit in residence districts is 35 miles per hour.
(.....) Parking is prohibited at side of a parked vehicle.
(.....) Speed limit in school zones is ten miles per hour.
(.....) Drivers must keep reasonably close to right curb.
(.....) Cars prohibited crossing in front of street car.
(.....) Car must not speed up while another is passing.

(.....) To make right turn keep near middle of street.
(.....) Leaving scene of accident may mean two years in jail.
(.....) Motor may idle in a parked car.
(.....) A fifteen-year-old boy may drive the family car.
(.....) Street car must stop when an ambulance passes.
(.....) Driver stopping for through highway secures right of way.
(.....) May pass on right of vehicle about to make left turn.
(.....) Approaching right turn, driver must keep to right of curb.
(.....) Driver on through way always has right of way.
(.....) Tricycles may be used on sidewalks in the parks.
(.....) All vehicles must have at least two adequate brakes.
(.....) First offense fine for blocking roadway is $3.50.
(.....) All traffic violations must be tried in police court.
(.....) A load 100 inches wide hauled on streets without permit.
(.....) Four feet projection at rear must bear red signal.
(.....) First offense penalty passing street car is $10.00.
(.....) Coasting is permitted only on specified streets.
(.....) Bicycles at night must be illuminated front and rear.

4. Test in Auto Traffic Safety Education.*

Name..... Grade..... Date.....

(1) What position on the highway are you required to operate your vehicle? .....
(2) What are the regulations on the passing of another vehicle traveling in the same direction? .....
(3) Are you permitted to pass another vehicle at an intersection? .....
(4) What position on the street approaching an intersection must your vehicle be before making—a left turn?..... a right turn?.....
(5) What position on the highway should a car be relative to the *center of the intersection* when turning left? .....
(6) Are you permitted to pass another vehicle from the rear at the top or near the top of a hill?.....
(7) What is meant by right of way? .....
(8) What is the right of way law in Delaware?.....
(9) Should a driver always take his right of way?..... Why? .....
(10) What is your obligation toward pedestrians? .....
(11) What is your obligation as a pedestrian toward traffic? .....
(12) Name three causes of automobile accidents?

a. .....
b. .....
c. .....

(13) Name three ways to prevent automobile accidents?

a. .....
b. .....
c. .....

* Questions prepared by J. Russell Craig, Safety Director, Pennsylvania Indemnity Corporation under the auspices of the Delaware Safety Council.

(14) Are you required to signal if you are going to stop or make a left turn? ..... If so, how? .....

(15) What precautions must be taken before crossing a railroad crossing? .....

(16) What is one thing you have learned from this course? .....

5. Home Inspection Blank for School Children.

This blank has been taken from the Fire Prevention Week Handbook put out by the National Fire Protection Association. The teacher is requested to give one of these sheets to each of her pupils to take home. The questions are to be answered by the pupil with the help of the parents and returned to the teacher the following day. The teacher is then to take up the sheets, when properly filled out, and turn them over to the fire chief. He then inspects the homes which the reports indicate harbor fire hazards. It has been reported that in places where this plan is used fires have been reduced in homes fifty per cent.

1. Name ..... Town or City ..... Street No. .....
2. Where is the fire alarm box nearest to your house? .....
3. How do you turn in a fire alarm? .....
4. How many stories high is your house? ..... How many families occupy it? .....
5. Is there any cellar or basement? ..... What is it used for? .....
6. Is there any accumulation of old paper and rubbish there? ..... Is any part of that in your portion? .....
7. Is there any attic? ..... Is there any accumulation of rubbish, broken furniture, etc., there? .....
8. Is there any rubbish in yard that will burn? ..... Any sheds with rubbish or wooden ash barrels in them? .....
9. Are the stairs and halls and closets or spaces under stairs kept clean of rubbish? .....
10. Is there anything kept on the fire escape landing or steps? ..... If so, what is it? .....
11. Do the chimneys smoke or seem to be dirty? ..... Can you tell when they were cleaned last? .....
12. Are there any unused stove pipe holes open or papered over and without metal stops? .....
13. Do any stovepipes or furnace pipes pass through closets, partitions, or attic? .....
14. Are all walls behind stoves and floors beneath them protected with metal? .....
15. Are any gas appliances connected to pipes by rubber tubing? .....
16. How much gasoline do you keep? ..... Exactly how and where kept? .....
17. Do you use "dustless mops" and "dustless dusters"? ..... Exactly how and where kept when not in use? .....

18. Do you use electric irons or other electric appliances?.....
If so, what are they? .....
19. Is there a "pilot light" on the electric connection for these?.....
A good iron stand for the iron?.....
20. How are ashes disposed of? ..... Do you ever put them in wooden barrels or boxes?.....
21. What kind of matches do you use?..... How and where kept? ..... Can small children get to them?.....
22. Are there any gas jets near windows that curtains can blow against? ..... Are the curtains so secured as not to blow loose?.....
23. Do you ever look for things in closets with matches or candles?.....
Do you ever use candles except in good candlesticks?.....
24. Do you keep a fire extinguisher in the house?.....
25. If you know or notice any bad habits or carelessness in other tenants or know any condition likely to cause a fire tell about it here.....
.....
.....

Road Tests*

1. Operate the motor vehicle over a definite course designated by the examiner.
2. Apply both foot and emergency brakes after the test has started.
3. Drive a distance of several blocks, crossing intersections.
4. Make at least two complete stops in traffic which will require applicant to use signals.
5. Make at least two right and two left-hand turns.
6. Stop and start going up a steep grade.
7. Turn around between curbs.
8. Run in reverse 50 feet.
9. Park parallel to the curb in a 20-foot space.

NOTE.—In administering test be sure you meet the conditions prescribed by your state for those who are learning to drive.

*From "A Program for Organizing a High School Motor Traffic Club" published by the National Safety Council, 1932.